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ABSTRACT

This report describes educational programs and activities funded by the Bureau of Indian Affairs for the 1991-92 school year. The Bureau's Office of Indian Education Programs (OIEP) and the education line offices are responsible for assisting schools, school boards, tribes, and other field personnel in achieving effective program operation and management. The Bureau operates 186 schools including 2 colleges, provides funds to 22 tribally controlled community colleges, administers higher education grant programs, administers adult education programs, and funds the American Indian Pre-Law Institute. The report provides information on administrative services; elementary and secondary education programs; exceptional education programs; supplemental support services; postsecondary education programs; management information services; and planning, oversight, and evaluation of Bureau programs. A summary of the Annual American Indian Education Survey covers student enrollment, retention, transfers, and dropouts; high school graduation and dropout rates; results of the student academic achievement testing program; teacher, teacher aide, and counselor numbers, vacancies, and training needs; and principal tenure, years of experience, reasons for leaving, and training needs. Also included is information on the Indian Student Equalization Program, Indian School program adjustments, facilities operation and maintenance, and various other Bureau-funded activities. Appendices include an OIEP organization chart and 1992 budget summary. Report contains many data tables and graphs. (LP)

ED 371 929

U.S. DEPARTMENT OF THE INTERIOR

ANNUAL EDUCATION REPORT

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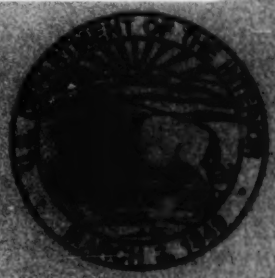

BUREAU OF INDIAN AFFAIRS

Office of
Indian Education Programs

Branch of Research & Policy Analysis

FY 1992

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FOREWORD

The Bureau of Indian Affairs, Office of Indian Education Programs is pleased to present the Fiscal Year 1992 Annual Education Report. This report is required by Section 1136 of the Education Amendments of 1978, Public Law 95-561, as amended.

During FY 1992, positive changes took place in the schools and Indian communities which operated Bureau funded education programs. This report provides a status report on the accomplishments of these education programs and activities for the 1991-1992 school year.

John W. Tippeconnic, III
Director, Office of Indian Education Programs
Bureau of Indian Affairs

ACKNOWLEDGEMENTS

The Branch of Research and Policy Analysis, within the Division of Planning, Oversight and Evaluation, Office of Indian Education Programs, prepared the FY 1992 Annual Education Report. John Reimer, Branch Chief, and Ruby Cozad, Research Specialist, were responsible for reviewing, editing and overall preparation of this report.

Appreciation is expressed to each staff member of each division and branch in the Office of Indian Education Programs who contributed to this report by revising and updating their respective program narratives and accomplishments, including Haskell Indian Junior College and Southwestern Indian Polytechnic Institute. The Bureau's Office of Financial Management edited and made valuable corrections to draft copies of this report.

One hundred seventy-two (172) Bureau funded elementary and secondary schools completed all or part of the FY 1992 Annual Education Survey and provided essential data relative to their respective 1991-1992 school year programs. Their timely assistance and efforts are reflected in the data and analysis which is included in the section of this report titled "Summary of the Results of the FY 1992 Annual Education Survey".

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BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS

INTRODUCTION

The Bureau of Indian Affairs (BIA) Education Programs have a unique mission. The diversity of Indian tribes and Alaska Native groups with varying structures, political organizations, and needs is reflected in the diversity of the Bureau's education programs and services.

These programs and services include the following: elementary and secondary education programs conducted in day and residential schools; parent and child education from birth to five years of age, and preschool programs; supplementary programs such as Chapter 1, Special Education and culturally-related education programs; assistance to Indian and Native children in public schools through the Johnson O'Malley program; and higher and continuing education programs, including undergraduate and graduate scholarships, and adult education programs. The Bureau also operates a technical institution as well as a junior college and funds twenty two tribally controlled community colleges.

Many of the education programs funded by the Bureau are operated directly by tribes and tribal organizations through contracts and grants. In addition, local boards and committees play a major role in determining the need and character of programs in their local schools and programs.

The Bureau's Office of Indian Education Programs (OIEP) and the education line offices, which are located at area and agency levels, have the practical responsibility for assisting the schools, school boards, tribes and other field personnel in achieving effective program operation and management. OIEP Central Office and line office staff also provide assistance to field entities in achieving compliance with Bureau-wide goals, objectives and legislative requirements.

MISSION STATEMENT

The mission of the Bureau of Indian Affairs, Office of Indian Education Programs, which is found in 25 CFR 32, is to provide quality educational opportunities for American Indians and Alaska Natives from early childhood through life. These educational opportunities are provided in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family, Tribal, and Alaska Native village contexts.

HIGHLIGHTS OF THE FY 1992 EDUCATION PROGRAMS AND ACTIVITIES

I. Elementary and Secondary School Student Enrollment Summary

COMPARISON OF ENROLLMENTS* FOR FY 1991 & 1992

Type Of Schools	1991	1992	CHANGE	% CHANGE
Public Schools	347,291	347,045	-246	-0.07%
Private Schools	10,352	10,000	-352	-3.4%
BIA-Funded Schools	40,841	43,700	+2,859	+7.0%
Total All Schools	398,484	400,745	+2,661	+0.57%

** American Indian and Alaska Native Enrollment figures were reported by the National Advisory Council on Indian Education (NACIE) in their 19th Annual Report to the United States Congress.*

These enrollment figures show an increase in BIA enrollment and decreases in Indian and Native student enrollment in public and private schools from 1991 to 1992. The U.S. Department of Education estimates 47.03 million students (increased from 46.8 million in FY 1991) were enrolled in public schools during the 1991-1992 school year.

American Indian and Alaska Native students composed less than 1% (8 tenths of one percent) of the national Kindergarten through 12th grade student enrollment. Based on the figures provided by NACIE, approximately 10% of Nation's school-age American Indian and Alaska Native children were educated in Bureau funded schools during FY 1992.

In FY 1992, 41,877 students were enrolled in the Bureau's elementary and secondary program and another 1,823 students attended public schools while living in Bureau funded peripheral dormitories.

TABLE 1

FUNDING HISTORY OF ISEP FORMULA FROM 1982 - 1992

FISCAL YEAR	NUMBER OF SCHOOLS	AVERAGE DAILY MEMBERSHIP	WEIGHTED STUDENT UNITS (WSU)	DOLLARS PER WSU
1982	227	42,930	76,204	$1,965
1983	210	42,535	75,644	2,014
1984	206	42,825	75,407	2,027
1985	193	41,991	74,356	2,066
1986	180	40,280	69,899	2,103
1987	181	39,911	68,055	2,230
1988	182	39,592	67,266	2,399
1989	182	39,381	66,607	2,408
1990	180	39,791	67,418	2,538
1991	180	40,841	70,408	2,708
1992	184	43,700	77,069	2,594

II. Location, Number and Types of Elementary and Secondary Schools

Bureau funded schools include three categories of schools: Bureau operated schools which the Bureau operates; tribal contract schools operated by tribes or tribal organizations; and tribal grant schools operated by tribes or tribal organizations.

- In FY 1992, the Bureau funded one hundred seventy (170) elementary and secondary day schools and boarding schools and 14 peripheral dormitories, for a total of 184 schools.

- In FY 1992, the 184 Bureau funded schools were comprised of 114 Day Schools, 56 Boarding Schools, and 14 Peripheral Dormitories. There are 88 grant and contract schools and 96 Bureau operated schools (of which 5 of these are cooperative schools which are operated cooperatively by the Bureau and public schools located on Indian reservations).

- The 184 schools and dormitories included schools serving the following grades: Kindergarten through 12th grades; schools serving only the 9 through 12th grades and 7 through 12th grades; and schools with every other combination of grade levels, from a school with a K through 1st grade program, to schools serving K through 3rd grades up through K through 8th, 9th and 10th grades.

- There were approximately 2,052 buildings utilized as learning facilities (excluding staff quarters), which contained 16,950,000 square feet of space (increased from 15,845,114 square feet in FY 1991).

- The one hundred eighty-four (184) schools and dormitories are located on 67 reservations, in 23 different states.

III. Post Secondary Education Programs Summary

Federal Post Secondary Schools

The Bureau operates two post secondary schools: (1) Haskell Indian Junior College, located in Lawrence, Kansas; and (2) Southwestern Indian Polytechnic Institute (SIPI), located in Albuquerque, New Mexico. In FY 1992, these schools had Fall enrollments of 898 and 535 students respectively for a combined Fall enrollment of 1,433, which represents an increase from 1,250 students enrolled in the Fall of FY 1991. Fifty students, graduated from Haskell during the Fall of 1991 and 125 students in the Spring of 1992. During the Fall of 1991, 44 students graduated from SIPI and 75 students in the Spring of 1992.

Tribally Controlled Community Colleges

The Bureau also provides funds to 22 Tribally Controlled Community Colleges (TCCCs). The total Indian Student Count for FY 1992 was 6,877 full-time equivalent Indian students enrolled in these schools. This is an increase from 5,542 in the FY 1991. The total number of graduates was 935 during FY 1992. These schools also enroll and graduate non-Indian students whose numbers are not included in the above figures.

Higher Education Grant Program, Special Higher Education Grant Program, and Adult Education Program

The OIEP administered the following higher education programs during FY 1992 listed in the table below. The table shows the number students served during 1991 and 1992.

Name of Program	1991	1992	Change	% Change
Higher Education (Undergraduate)	13,704	14,200	+496	+3.6%
Special Higher Education Grants (Graduate School)	348	497	+149	+43.0%
Adult Education	12,500	12,695	+195	+1.6%

American Indian Pre-Law Institute

Funded as part of the Bureau's Special Higher Education Scholarships program, the American Indian Pre-Law Institute conducted a summer preparatory institute for 29 pre-law students. Located on the campus of the University of New Mexico, the institute prepares students for their first year of law school. All 29 students were admitted to law school after the Summer institute.

IV. Supplemental Programs Summary

Family and Child Education (FACE) Program

The Family and Child Education Program (formerly the Early Childhood/Parental Involvement Program) is a family literacy program that serves children from birth to 5 years old and their parents. The program includes four components: early childhood; parent and child time; parenting skills; and adult education in two settings - the home and in a center provided by the school. During the 1991-1992 school year, six sites were funded and served 300 children and adults.

Chapter 1 Program

The Chapter 1 program provides special classes and instruction for students who are identified as requiring these services because of lower than expected academic performance. In school year 1991-1992, all 170 Bureau funded schools conducted a Chapter 1 program and served 18,777 students. Sixty-eight of these schools chose to participate in the School-wide Project. To participate in a School-Wide Project, a school must develop a program improvement plan for the purpose of upgrading the school's entire academic program. During this reporting period, the Bureau's Chapter I program operated 71 School-Wide Projects. Also, during this school year, 128 students were served by Chapter 1 pre-kindergarten programs.

Exceptional Child Program

The Exceptional Child Program includes the Special Education, the Gifted and Talented and the Institutionalized Handicapped programs.

The Special Education Program's goal is to assure that Indian children with disabilities, between the ages of five and 22 years and enrolled in Bureau funded schools, have available to them a free and appropriate education in the least restrictive environment. During FY 1992, Bureau funded schools provided special education programs which served 7,351 students; this number excludes students housed in 14 peripheral dormitories, who attended near-by public schools.

The Institutionalized Handicapped Program provides financial support for the special educational and related service needs of severely handicapped Indian children who are placed in state operated institutions, approved private nonprofit facilities, and facilities operated by Navajo tribal organizations. In FY 1992, 125 severely handicapped students were served in 28 facilities.

The Gifted and Talented Program's goal is to identify and provide education services for students identified for high performance capability in the areas of intellectual, creative, artistic, leadership, or in specific academic fields. Services or activities not ordinarily provided by the school are provided these students in order to develop their identified capabilities. During the

1991-1992 school year, 110 Bureau funded schools provided gifted and talented programs for 2,257 students.

Drug Free Schools and Substance Abuse Counselors Program

Funded by the Drug Free Schools and Communities Act, there are two integrated programs which take place in the Bureau funded elementary and secondary schools.

The Drug Free Schools program provides the following activities: inservice training of staff; development and implementation of an alcohol and other drug abuse awareness and prevention curriculum; increasing student self-esteem and coping skills in alcohol and drug situations; constructive use of leisure time; awareness of tribal culture and traditions; benefits of maintaining a drug-free lifestyle; and parent-child communications. The program is instituted in all Bureau funded schools and is made available to all children.

The Substance Abuse Counselors Program is designed to provide funds for each elementary and secondary school to hire individuals with counseling credentials and/or train teachers or other staff to serve as substance abuse counselors. As a result of the requirement that counselors be certified both as substance abuse counselors and as child guidance counselors, few schools have been able to hire such individuals. Consequently, many schools identify available qualified staff to serve their student counseling needs, in lieu of a counselor certified in both areas.

Bilingual Education

The Bilingual Education Program provides services to children, especially in grades K-3, who exhibit limited English language proficiency. The purpose of the program is to improve the abilities of these children in reading, writing, speaking, and understanding English. In FY 1992, 10,799 Kindergarten through 3rd grade students were enrolled in bilingual programs.

USDA Breakfast and Lunch Program

Funded by the U.S. Department of Agriculture and operated by States, this program reimburses schools for the costs of providing breakfast and lunch for students whose families meet federal low income criteria. A majority of students in Bureau funded elementary and secondary schools are eligible for this program. All Bureau funded schools participate in the program.

Title V Indian Education Act Program

All Bureau funded schools became eligible for these funds in 1989. Title V, of the Act, is an entitlement program and schools may use these funds, based on an approved program plan, for activities which supplement their regular academic program. In FY 1992, a total of 162 Bureau funded schools operated Title V programs.

The Dwight D. Eisenhower Math and Science Education Act

Through a Memorandum of Agreement between the U.S. Department of Education and the Bureau of Indian Affairs, the OIEP receives funds to conduct teacher training institutes in math and science during the summer months. Each year, the Bureau must submit a state plan to the Department of Education.

V. Staff Development and Training

QUEST/Total Quality Management(TQM)

Total Quality Management (TQM) simply means the development and implementation of the most effective management practices, with active involvement by all staff levels, in order to achieve school-level through Central Office-level, mission and objective-based outcomes geared to achieving overall customer/client satisfaction. With respect to our schools, this means tribal, community, parent, staff and student satisfaction with the education programs funded and operated by the BIA.

As part of the Bureau-wide effort, OIEP has been involved in training and implementation of the TQM principles at all levels of the education program operation.

The Bureau's OIEP staff and the 26 Agency/Area Education Line Officers have been involved in training as well as planning activities to implement TQM principles at management levels during the past year.

At the elementary and secondary school level, the TQM concept has been implemented in over 80 schools since 1988. These Quality Using Effective School Techniques (QUEST) schools are in various stages of implementation, utilizing 10 guiding principles which have been expanded and modified to meet the needs of Indian schools.

QUEST/TQM planning and implementation actions are expected to continue in the upcoming school year.

Classroom Teacher Training

During the summer months of FY 1992, a total of 200 elementary and middle school teachers attended math and science training institutes at the following locations: Haskell Indian Junior College, in Lawrence, Kansas; the School of Mines in Rapid City, South Dakota - through Sinte Gleska Indian College; and Northern Arizona University, in Flagstaff, Arizona. This training was funded with money received from the Dwight D. Eisenhower Math and Science Education Act.

School Board Training

Each year one national and several regional school board training sessions are conducted. Several hundred school board members attend the regional and national conferences each year. Expenses are paid for up to two members of each Bureau school board to attend these workshops. Several hundred teachers, administrators, students, and parents also attend the workshops. OIEP Central Office staff also participate in the national conferences and conduct workshops and work sessions.

The National Indian School Board Association (NISBA) was funded to provide the regional training and a national conference for the school board members of Bureau funded schools. NISBA provided training for 850 school board members, teachers, principals, education line officers and tribal representatives.

The Navajo Area School Board Association (NASBA) was funded to provide training for the Bureau school boards in the five Bureau agencies on the Navajo Reservation and at an area-wide conference in FY 1992. NASBA provided training for 259 participants from the 67 Bureau funded schools on the Navajo Reservation.

Chapter 1 Training

The Branch of Supplemental Support Services provided training for over 550 Chapter 1 and regular classroom teachers, as well as 200 Chapter 1 teacher assistants in four regional workshops. Training was held in Rapid City, SD.; Phoenix, Az.; Albuquerque, NM.; and Spokane, Wa. These sessions demonstrated instructional strategies and techniques that have proven effective in working with children who have educational deficiencies.

The Branch also conducted two National Chapter 1 workshops for Chapter 1 program administrators. More than 250 people attended each session. These sessions provided information of effective Chapter 1 programs, Chapter 1 procedural updates, and basic information for new Chapter 1 program administrators.

Exceptional Education Training

During FY 1992, five regional training workshops were conducted for school principals, special education teachers and special education coordinators. The purpose of the training was to assist special education staff in writing Individual Education Plans (IEPs) for students. These workshops were held in conjunction with training held by the Mountain Plains Regional Resource Center. Each Bureau funded school sent at least two staff members to one of the five workshops.

Forty Special Education teachers from the Shiprock Agency were trained in better classroom management and creative teaching techniques through a grant from the U.S. Department of Education. Each school in the agency was provided inservice training in the areas mentioned.

Exemplary Schools Training

The Exemplary Schools Recognition Program and the Sharing Excellence Network are part of the School Improvement Initiatives implemented in 1988.

The funds allocated for this program were used to conduct a Bureau-wide boarding school training conference held in Albuquerque, New Mexico, April 1992. Over 300 boarding school staff attended this conference.

Effective Schools Training

The Effective Schools Model continues to be an important part of the Bureau's school improvement initiative. This model places a strong emphasis on establishing a clear school mission, developing quality curricula, training teachers and other school staff in educational leadership, and in involving parents and the local community in the school.

The Bureau's Effective School Initiative is in the fifth year of a five year plan. Seventy-eight of the 182 Bureau funded schools currently participate in the Effective Schools Program. First year pilot schools receive the following technical assistance and training components:

1. Commitment Training;
2. School Effectiveness Team Training;
3. Instructional Leadership Training;
4. On-site monitoring and feedback;
5. Funding for on-site training; and
6. Technical support.

In FY 1992, funds for centralized training and on-site monitoring components were awarded, under a grant, to the Salish Kootenai College (SKC). The National Indian School Boards Association and SKC coordinated training activities for school administrative and other staff, the Bureau Effective School Team (BEST) meetings, and public relations activities.

Training included sessions on research, school effectiveness teams, effective school initiatives/correlates, shared governance, school improvement plans, needs assessment, testing and progressive academic measurement.

Orientation/Awareness Training was held in Mescalero, NM on March 12-13, 1992. The training was attended by principals from 20 schools who began implementation of effective school correlates during this reporting period. This training also included schools who had previously implemented the effective school model. Their participation involved the continuing education and technical assistance components of their programs. In addition, topics included an overview of current research, needs assessment strategies, school improvement plans, and an overview of how OIEP monitoring and evaluation incorporates Effective Schools goals.

Instructional Leadership and School Effectiveness Team training was combined and held in Phoenix, AZ, during the first week of May 1992. There were sufficient funds for four participants from each school to attend. Training sessions included leadership, shared governance, conflict management, needs assessment, time management, planning and communications, and team building.

Drug Free Schools and Substance Abuse Counselors Training

Twenty six (26) Drug and Alcohol Coordinators, one from each area and agency education office (excluding the Anchorage Education Field Office which operates no elementary or secondary schools), received training in current program requirements and information pertaining to funding in relation to the Drug Free Schools and Communities Act.

Whole Language Summer Workshop

Sponsored by the OIEP and conducted by the University of Arizona in Tucson, Arizona, 80 teachers from Bureau funded schools participated in a Holistic Science/Whole Language Summer Workshop.

Principals Leadership Academy

Thirty (30) principals received training in administrative policies and procedures used in Bureau schools.

VI. Other Programs, Activities and Accomplishments

Johnson-O'Malley Program

The Bureau, under the authority of the Johnson-O'Malley Act of 1934, as amended, provides financial assistance to eligible Indian and Native students attending public schools for the purpose of supplementing their regular school programs.

In FY 1992, the Johnson-O'Malley (JOM) program was contracted to tribes (176), tribal organizations (55), public school districts (87) and State departments of education (6).

A total of 228,681 American Indian and Alaska Native students in 32 states were served by the JOM program during FY 1992 (increased from 225,871 students in FY 1991).

Economic Development

In a coordinated effort to address the integration of economic development issues of tribal and Indian communities in high school education programs, the Bureau's Office of Economic Development and OIEP began working together in FY 1992. Five Bureau funded schools were selected to participate in the development of a locally-based economic development-related curriculum and curriculum guides designed for American Indian students in grades 9-12.

This program is designed to strengthen the connection between education and work, promote Indian entrepreneurship, and teach students about the global economy and how to compete in such an economy.

Close Up Foundation

The Close Up Foundation conducted an American Indian and Alaska Native Outreach Program in FY 1992. The Close Up Foundation's purpose is to conduct programs which involve hands-on experiential learning activities in civics, the democratic process, formulation of foreign/public policy, decision-making processes, and motivating students to become informed and active in local government.

145 American Indian students attended activities in Washington D.C.; 190 Navajo students attended activities in Window Rock, Arizona; and 96 Alaska Native students attended activities in Washington D.C.

Educational Native American Network

Educational Native American Network (ENAN) is an electronic computer networking system under contract by the University of New Mexico. Bureau funded schools are connected to ENAN and share teaching strategies and methodologies. Daily Activities and current newsletters are also shared.

Solo Parent Program

A Solo Parent Program is operated at Sherman Indian School (2 students) and Flandreau Indian School (8 students). Both schools are boarding schools and provide single parents the opportunity to simultaneously complete a high school education and care for their children while living at the schools.

Student Transportation Task Force

House Report 101-789 and Senate Report 101-524 requested the Bureau to review the current student transportation formula and evaluate what changes are required in order to provide a more equitable allocation of funds. A task force was formed and met twice during the Spring and Summer of 1991. The task force was composed of an assistant superintendent, three school principals, two Central Office staff and two bus drivers. The completed task force report was sent to the House Subcommittee on Interior and Related Agencies in the Fall of 1992.

Second National Very Special Arts Festival

The second National Very Special Arts Festival for Special Education students was held in Albuquerque, NM, on April 8-10, 1992. A total of 450 children with disabilities had an opportunity to demonstrate their creativity/excellence in art. Thirty-nine Bureau funded schools, from ten states, were represented.

Transfer of Facilities Management Operation

Tribal consultation meetings were conducted with the Navajo Tribal Council, and Navajo Area School Boards which resulted in a council resolution supporting the transfer of facilities maintenance and operation functions at agency level and below to Office of Indian Education Programs. Transition plans were developed and executed resulting in transfer action being effective October 1, 1991. Training was provided to school administrators, line officers, and facility managers regarding management of O&M programs.

Formal tribal consultation meetings were conducted with 11 affected Pueblo governments, the Oglala Sioux Tribal Council, Lower Brule Sioux Tribal Council, Crow Creek Sioux Tribal Council, Cheyenne River Sioux Tribal Council, Standing Rock Sioux Tribal Council, Turtle Mountain Chippewa Tribal Council, Papago Tribal Council, Pima-Maricopa Tribal Council and the Hopi Tribal Council regarding the Bureau's proposal to transfer administrative responsibility of the facilities O&M program to the OIEP. Training for all education managers and facilities managers was provided concerning roles and responsibilities associated with total management of the facilities O&M program. The tribes in the Albuquerque Area overwhelmingly endorsed the management transfer date of October 1, 1992. A transfer action plan was developed between OIEP and the affected Albuquerque Area offices to ensure smooth transfer actions by the proposed transfer date. The transfer action plan for Aberdeen and the Phoenix area will not be implemented until FY 1993.

Bureau of Indian Affairs Involvement in National Schools and Staffing Survey Conducted by the National Center for Education Statistics

The Bureau finalized discussions with the U.S. Department of Education and the National Center for Education Statistics (NCES) to include Bureau and tribal operated schools in their survey of the Nation's schools. NCES survey questionnaires were reviewed and modified, with the help of Bureau and Department of Education's Indian Education Program staff, to include questions specific to Indian students enrolled in public and Bureau funded schools.

During the 1993-1994 school year, 100% of the Bureau funded schools will be surveyed by Census Bureau data collectors who will visit the schools and administer the questionnaires. The survey includes the following questionnaires: School Administrator; Teacher; Student Records; and School Questionnaire.

Congressionally Mandated Reports

The FY 1991 BIA Annual Education Report was completed and published.

The FY 1991 Annual BIA Standards Compliance Report was completed and submitted to the Congress.

Indian School Equalization Program (ISEP) Computerized Student Count

OIEP finalized computerization of the Indian School Equalization Program (ISEP) student count which was implemented during the Fall of 1992, by all Bureau funded schools during count week in September.

Monitoring of Schools/Academic and Dormitory Standards Compliance

The Branch of Monitoring and Evaluation is responsible for arranging and conducting visits to approximately one-third of the Bureau funded elementary and secondary schools each school year. This Branch is also responsible for assessing all the Bureau funded schools each school year in relation to determining the schools' compliance or noncompliance with Bureau, State, or agency accreditation standards.

Fifty-one (51) elementary and secondary schools were visited by monitoring teams during the 1991-1992 school year. Follow-up visits were completed for 8 of the schools monitored the previous year. The OIEP Central Office was also monitored by an outside monitoring team during April of 1992.

One hundred twenty-two (122) schools returned compliance reports. The three academic standards most often not met were Library/Media Program (58% of the schools), Administrative Requirements (55% of the schools), and Counseling Services (41% of the schools).

The two residential standards most often not met were Homeliving (40% of the residential programs) and General Provisions (45% of the residential programs). Schools reported needing an additional $12,030,993 to meet all academic standards and $1,873,084 to meet residential standards.

Tribal Consultations

The OIEP's Division of Planning, Oversight and Evaluation plans, arranges, and conducts national consultations. These consultations are held in order to inform and to receive input from schools, school boards, tribes, Indian and Native organizations, and parents on proposed changes within the Bureau's education program.

During January, May (for Alaska only) and July 1992, 11 regional consultation sessions were conducted across Indian country by OIEP staff, area/agency education staff and tribal representatives.

BIA Teacher of the Year and Principal of the Year

In FY 1992, the OIEP recognized Ms Laura Hill Hughes of Cherokee Central High School as Teacher of the Year and Mr. Billie Hastings of Theodore Roosevelt School as Principal of the Year.

VII. Partnerships with National and International Organizations

- The Sandia and Los Alamos National Laboratories science advisors program included thirty (30) schools during the 1992 fiscal year. This program provides a telecommunications network to link the advisors to these more distant schools, not within driving distance of the laboratories.

- The BIA entered into an agreement with Junior Achievement of America to improve instruction in economic/social studies for 10th through 12th grade students in Bureau funded high schools.

- Bureau schools were involved in "World Wise Schools" which is a pen-pal concept utilizing computer video link-ups with Peace Corps volunteers in other countries. Participating children learn about other countries and cultures and develop reading, writing and geography skills.

- Hiring Peace Corps volunteers as teachers, and the "World Wise Schools" associated with the Peace Corps, continued during 1992 fiscal year.

VIII. Memoranda of Agreements

Over the last several years, the BIA has entered into a number of agreements with other federal agencies in order to facilitate and improve educational opportunities in our schools.

- The Department of the Interior entered into a Memorandum of Agreement (MOA) with the Department of Energy, which, through its National Laboratories at Los Alamos and Sandia in New Mexico, provides scientists who are working with thirty (30) Bureau funded schools.

- The OIEP entered into a MOA with the Department of Education for alcohol and substance abuse program funds under the Drug Free Schools Act.

- The BIA has entered into two MOAs with the Indian Health Service (IHS) to address health promotion and disease prevention activities. Services for exceptional children are provided through a program called the Indian Children's Program.

- The Peace Corps and the Bureau entered into a MOA for teachers from foreign assignments to be placed in BIA schools.

- The BIA and the Bureau of Land Management have entered into an MOA to provide opportunities for students to become involved in various aspects of natural resource management.

- The BIA and the Office of Territorial and International Affairs have entered into an MOA for providing early childhood and family literacy opportunities for the families in U.S. insular areas.

- The BIA, the Administration for Native Americans and the Red Cross have entered into an MOA to provide Red Cross courses in 6 Area Office jurisdictions.

SCHOOL OPERATIONS

I. PROGRAM PROFILE

Legislation

The Snyder Act of November 2, 1921, P.L. 67-85, is the basic authority under which the Bureau of Indian Affairs provides education services to eligible Indian students. Authority for the Bureau to contract with Indian tribes and tribal groups to operate elementary and secondary schools is contained in the Indian Self-Determination and Education Assistance Act, P.L. 93-638, as amended. Grant authority for the Bureau to provide grants to Indian tribes and tribal groups to operate schools is contained in the Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297.

The Education Amendments of 1978, P.L. 95-561, as amended, established the Indian School Equalization Program (ISEP). The ISEP program utilizes a formula that provides equitable funding, based on weighted student units, for the operation of instructional, residential and peripheral dormitory programs. Other applicable legislation and regulations include:

- The Quarter Blood Amendment, P.L. 99-228;
- The Anti-Drug Abuse Act of 1986 P.L. 99-570, Subtitle C - The Indian Alcohol and Substance Abuse and Treatment Act of 1986; and
- Regulations governing school operations are found in 25 CFR Subchapter E - Education, Parts 31-39; and 62 BIAM.

Program Description

School Operations is a major category of "Other Recurring Programs" funded, by annual appropriations, by the United States Congress. School Operations includes a number of programs, which include:

1. basic educational and residential programs for Indian students not served by public or sectarian schools;
2. residential care for Indian students attending nearby public schools;
3. programs to meet the needs of Indian students in areas such as the bilingual education to help students of limited English speaking proficiency to improve their ability to read, write,

and speak English and the Intensive Residential Guidance program for students needing special residential services due to academic or social adjustment problems;

4. administrative cost grants to tribes or tribal organizations operating schools in lieu of contract support;

5. school board training to enhance local involvement and control of schools;

6. funds for student transportation;

7. program adjustment funds which include special projects, new activities and other costs not considered in the ISEP formula, such as the gifted and talented program and early childhood education; and

8. substance abuse prevention funds.

Through authorization and appropriation statutes, the program adjustment funds and the Director's contingency fund enable the Bureau to improve the quality of education for Indian children through the implementation of special emphasis programs such as the Effective Schools and Exemplary Schools Programs. These programs emphasize staff training, community and parental involvement and control of education programs. The acquisition of materials, providing technical assistance and the sharing of information between schools to improve the delivery of education services and resolve common problems is also emphasized.

Other program funds are used for the following:

- declining enrollment funds for those schools experiencing greater than a 10 percent drop in enrollment;

- law enforcement funds to provide additional security services at Chemawa and Riverside Indian Schools;

- the Solo Parent program to allow single parents the opportunity to complete their high school education while living with their children at Flandreau and Sherman Indian Schools;

- furniture repair funds which allowed schools to receive refurbished or repairs chairs, couches, chests of drawers, cabinets, beds, bookcases, desks and mattresses; and

- staff training.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The Bureau continued to provide specialized training in education methods which have proven to be effective in establishing high expectations for students. Specifically, to foster high expectations for students, the Bureau recognized exemplary schools, matching them with schools needing assistance, operated the Sharing Excellence Network which is a cooperative effort to exchange information between schools and the Gifted and Talented Program.

In addition to meeting the basic academic and residential needs of students, the Bureau operates a number of supplemental programs such as the alcohol and other substance abuse prevention program, Chapter 1 and Special Education programs which are described in the Elementary and Secondary Program section of this report.

Distribution of Funds

In FY 1992, the Bureau provided issued $201,932,187 to the 184 Bureau funded schools through the ISEP formula and other distributions. This is an increase from $192,252,291 in FY 1991. These funds supported 43,700 students resulting in a total of 77,069 weighted student units (WSU's) funded at $2,594 per WSU. Of the 43,700 students, 2,257 were identified as gifted and talented.

Included in the $201,932,187 was $600,000 for transition year funding which allowed schools to adjust staffing and other costs if their enrollments decreased from the previous year.

In FY 1992, the Bureau funded schools transported day students for 10,998,515 miles at $1.156 per mile. The Bureau also funded schools transporting residential students with school operated vehicles for 350,466 miles at $1.156 per mile. The schools transporting residential students also received $524,317 to fund commercial and charter transportation and $514,546 to fund air transportation.

The table that follows compares transportation funds and number of miles students were transported during 1991 and 1992.

COMPARISON OF TRANSPORTATION MILES AND DOLLARS SPENT FOR 1991 & 1992

Fiscal Year	# of Miles Day Students Transported	# of Miles Residential Students Transported by School Schools Vehicle	$ Spent Transporting Residential Students by Charter or Commercial Carrier	Total $ Spent on Student Transportation
1991	10,535,760	347,832	$938,391	$15,848,912*
1992	10,998,515	350,466	$1,038,863	$14,158,285*

* These amounts represent the actual end of year total dollars spent on student transportation.

Program Accomplishments

In FY 1992, the elementary and secondary schools were forward funded for the first time. Forward funding enables the schools to avoid disruptions in curriculum planning and class operations caused, in the past, by delays in the federal appropriations process.

The Bureau funded instructional and residential programs for 43,700 students, which included 41,877 instructional day and boarding students and 1,823 dormitory students who resided in Bureau funded peripheral dorms and who attended nearby public schools.

School Information:

In FY 1992 the Bureau funded 170 elementary and secondary schools and 14 peripheral dormitories in twenty three states. The Bureau operated 96 schools, which includes 46 day schools, 39 on-reservation boarding schools, 5 off-reservation boarding schools and 6 peripheral dormitories. Tribes and tribal groups, through grants and contracts, operated 88 schools which inclues 68 day schools, 11 on-reservation boarding schools, 1 off-reservation boarding school and 8 peripheral dormitories.

Student Information:

Approximately 10 percent (10%) of the nation's elementary and secondary Indian students attended Bureau funded schools. forty - nine percent (49%) of the 43,700 students attending Bureau funded schools in FY 1992 resided in a boarding school situation: on-reservation boarding schools (17,124 students); off-reservation boarding schools (2,334 students); and peripheral dorms (1,823 students). These students attended boarding schools because they either lived farther than 1 1/2 miles from day school bus routes or

because of special social and academic reasons. The remaining 51% of the students (22,419) attended day schools.

III. SOURCES OF INFORMATION

1. Program files.
2. Student count documentation.
3. FY 1992 appropriations for the Bureau of Indian Affairs.
4. School and student data from the Branch of Administrative Services.

IV. CONTACTS FOR FURTHER INFORMATION

Administrative Officer, Division of Administration: Joy Martin, 202-208-4555.

Finance Specialist, Division of Administration: Joe Herrin, 202-208-7658.

V. TABLES

TABLE 1

FUNDING HISTORY OF ISEP FORMULA FROM 1982 TO 1992

FISCAL YEAR	NUMBER OF SCHOOLS	AVERAGE DAILY MEMBERSHIP	TOTAL WEIGHTED STUDENT UNITS	DOLLARS PER WSU
1982	227	42,930	76,204	$1,965
1983	210	42,535	75,644	2,014
1984	206	42,825	75,407	2,027
1985	193	41,991	74,356	2,066
1986	180	40,280	69,899	2,103
1987	181	39,911	68,055	2,230
1988	182	39,592	67,266	2,399
1989	182	39,381	66,607	2,408
1990	180	39,791	67,418	2,538
1991	180	40,841	70,408	2,708
1992	184	43,700	77,069	2,594

TABLE 2

FY 1992 INSTRUCTIONAL PROGRAM ENROLLMENT BY GRADE

GRADE	ENROLLMENT (rounded off*)
K	4,700
1	4,500
2	4,000
3	3,800
4	3,500
5	3,300
6	3,100
7	2,900
8	2,900
9	3,100
10	2,400
11	1,900
12	1,700

* Note: These figures have been rounded-off and do not include the students in the peripheral dormitories who attend public schools.

GIFTED AND TALENTED PROGRAM

I. PROGRAM PROFILE

Legislation

Section 5107 (a)(4)(A) of the Elementary and Secondary School Improvement Amendments, P.L. 100-297, amended the Education Amendments of 1978 (25 U.S.C. 2008(c)(1)) to read:

"The Secretary shall adjust the formula established under subsection (a) to use a weighted unit of 2.0 for each eligible Indian student that:

(i) is gifted and talented (as determined pursuant to section 5324 of the Indian Education Amendments of 1988); and

(ii) is enrolled in the school on a full-time basis."

Program Description

The definition of a gifted and talented student is as follows: "The term gifted and talented students means children and youth who give evidence of high performance capability in such areas as intellectual, creative, artistic, or leadership capacity or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

The Elementary and Secondary School Improvement Amendments of 1988 (P.L.100-297), specifies a formula for the Bureau to use in distributing funds to schools for gifted and talented students. This formula is based on 2 times the Weighted Student Unit (WSU) for the given fiscal year for each eligible Indian student who is identified as gifted and talented and who is enrolled in school on a full-time basis.

Once the gifted and talented student has been identified, specific areas of student need are established and a special team of school staff meet to determine the adjustments in the educational program that need to be made for the student. A comprehensive Individual Educational Plan (IEP) is developed for each gifted and talented student.

Parents and the child (as age permits) must be involved in developing the IEP. A continuum of services are identified in order to determine the most appropriate program and setting for meeting the student needs. This continuum may include: regular classroom placement, with appropriate adjustments; accelerated

classes; regular class placement combined with a "pull out program"; any of these options combined with enrollment in summer institutes; and part time or full time enrollment in other gifted and talented programs. The primary determination is made based on the unmet needs of the student as well as where and how these needs can best be met.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Gifted and talented programs are developed for children who require differentiated educational programs and services beyond those normally provided by the school's instructional program in order to realize their contribution to self and society. Gifted and Talented programs, thus, provide opportunities for new and highly challenging learning experiences that are not ordinarily included in the regular classroom. Exploration of tribal/cultural heritage activities also takes place during the development of these enhanced curricula and programs in order to develop tribal self-awareness, personal strengths and social responsibilities unique to Indian people.

Distribution of Funds

In FY 1992, $8,209,443 was allotted to the schools for gifted and talented students. A factor of 2.0 was used to determine the fund distribution to schools for each eligible, full-time Indian student identified as gifted or talented enrolled in school. The number of eligible students at a school is determined during student count week, which is the last week of September of each school year. A total of 2,257 students were identified to receive gifted and talented program services during the 1991-1992 school year.

Program Accomplishments

The Bureau developed and issued interim procedures to the schools in FY 1990. These interim procedures are in effect until final policies and procedures are in place. The Bureau is in the process of finalizing a policy for the gifted and talented programs.

During the 1991-92 school year, the process for the identification and evaluation of students was refined. Individual Education Plans (IEP) were refined to be more comprehensive than the previous year and a greater variety of techniques and methods for enhancing the education of these students were utilized by the schools.

In summary, 110 schools provided gifted and talented services to 2,257 identified students, which is an increase from the previous school year of 80 schools and 1,905 gifted and talented students.

III. SOURCES OF INFORMATION

1. Legislation.
2. Area and Agency Offices.
3. OIEP Data.

IV. PLANNED STUDIES AND EVALUATIONS

The interim guidelines for the gifted and talented programs specify that a written evaluation must be completed annually at the conclusion of the program. The evaluation should incorporate methods for evaluating student progress and program effectiveness. The evaluation process is to include an assessment of the extent to which the program goals, objectives and activities are achieved as well as the program's impact on student progress. A formative and a summative evaluation are to be conducted. Goals and objectives related to student outcomes require appropriate assessment measures such as:

Criterion-referenced or standardized tests;
Student, parent, and/or community interviews or questionnaires;
Teacher observations;
Observations of student behavior;
Attitude checklists;
Sociograms;
Student journals; and
Comments from mentors or experts in the area of student talent.

Individual student assessments and evaluations may include indications of changes in behavior, attitudes, study habits, academic progress, peer relationships, and other areas deemed pertinent by those involved in the education of the gifted and talented student.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Division of Education Programs: Dennis Fox, (202) 208-7388.

Chief, Branch of Exceptional Education: Keener Cobb (202) 208-6675.

DRUG FREE SCHOOLS PROGRAM/SUBSTANCE ABUSE COUNSELORS

I. PROGRAM PROFILE

Legislation

By Memorandum of Agreement (MOA) between the Department of Education and the Department of the Interior, these funds, as appropriated under the Drug Free Schools and Communities Act of 1986 and authorized by the Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297), are transferred to the Bureau to meet the needs of Indian children for drug abuse education and prevention activities. The transfer of these funds to the Department of the Interior is specifically authorized by P.L. 100-297, Sections 5112 and 5113.

Program Description

The Drug Free Schools and Communities Act authorizes a 1% set aside of appropriated funds specifically for Indian youth. The MOA provides for the transfer of the these funds to the Bureau of Indian Affairs. The Bureau uses the Indian School Equalization Program (ISEP) formula to distribute these funds to the schools.

The schools must complete an application prior to receiving these funds which are used to implement drug abuse education programs and activities.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The alcohol and substance abuse programs implemented by Bureau funded schools during the 1991-92 school year focused on the following activities:

1. inservice training for staff;
2. developing and implementing a curriculum geared for Indian youth in their community;
3. increasing student self esteem and coping skills in alcohol and drug situations;
4. encouraging the constructive use of leisure time;

5. increasing the awareness of tribal culture and traditions;

6. providing students with information about the dangers of alcohol and substance abuse;

7. increasing the awareness of the benefits of being drug free;

8. increasing the ability of the parent to communicate with children to understand the social and emotional needs of the child and to develop positive parent and child relations;

9. involving outside agencies, such as tribal governments and the Indian Health Service; and

10. providing students with information about the dangers of alcohol and substance abuse.

The Drug Free Schools and Communities Act funds were utilized by the schools to address the objectives set forth, as described above, to educate, prevent, and/or provide intervention of alcohol and substance use and/or abuse. The schools selected materials and activities based on the needs of the students and the specific objectives they wished to achieve. Most Bureau funded schools have purchased commercial alcohol and substance abuse curriculum materials as a base program and then developed supplemental materials and activities utilizing traditional cultural activities.

Many of the schools have determined that providing the students with information about the dangers of alcohol and substance abuse is not enough. Students must develop an inner strength, and in order to do this, they must feel good about themselves. They have, therefore, centered their programs around increasing the self esteem of the student and the benefits of being drug free.

The school staff are well aware that what happens in the community and at home have a profound effect on the decisions that students make. They have, therefore, developed programs and activities that involve both the parent and the child. In addition to developing a strong sense of self esteem through physical activities, psychological and social self esteem are developed through cultural activities with tribal leaders and elders.

Many schools have felt the need to develop after-school activities in an effort to try to fill the recreation and structured activity gap that exists in their com[illegible]ties. Programs offered by the schools vary with the needs c[illegible]ommunity. In addition, schools have implemented summer [illegible] to provide students with opportunities to learn about [illegible]ers of alcohol and substance abuse in a non-school [illegible] while enjoying recreational activities. The goal is to p[illegible]vide positive experiences in an alcohol and drug free environme[illegible].

Schools are also developing student peer groups in an effort to give ownership to the prevention effort and to reach more students. It is generally accepted that if the addiction problem among youth is to be deterred, then there must be direct involvement of the youth themselves. Youth talking to youth is far more effective than adults talking to youth. If the use and abuse of alcohol and drugs is to be decreased, the schools must begin to provide information to children at a very young age. Emphasis is therefore being placed on implementing drug and alcohol prevention education in the elementary level starting with kindergarten.

Drug Free School Program Coordinator positions have also been established at each agency. The coordinators are responsible for the implementation of Drug Free School Programs at each of the schools in their agency and providing OIEP the much-needed documentation with regard to the status and progress of the school-based programs.

Distribution of Funds

The Bureau received the 1% set aside totaling $5,665,000 in FY 1992. Ninety percent (90%) of this amount was distributed directly to the 184 schools. Each school received a $5,000 base and an additional amount based on the number of Weighted Student Units (WSUs) the school generated for instructional, residential, and small school adjustment factors. The combination of these factors resulted in the individual school allocation. The amount of funds allocated to the schools ranged from $5,000 to $64,280 with an average of $18,137.

The Bureau distributed 7.5% of the remaining ten percent to the area/agency offices. The areas/agencies used these funds for technical assistance, for specific school programs, and for the establishing a Drug Free School Program Coordinator position. The remaining 2.5% was used by the Central Office OIEP for program administration and to monitor the school programs.

Schools must complete an application and submit an annual report 45 days after the closing of the school year prior to receiving the funds. The funds must be used in accordance with the issued guidelines.

Additional funds, from the School Operations appropriation, were made available to schools to hire trained and certified alcohol and substance abuse counselors. Specifically, the Bureau budgeted $2,437,891 in FY 1992 to hire and train substance abuse counselors in the schools. All schools were eligible to receive funds for substance abuse counselors.

Program Accomplishments

The Drug Free Schools Program has enabled schools to establish programs that raise the awareness of the dangers of alcohol and substance abuse, not only with students, but with parents as well. The programs provide opportunities to students for alternative choices and drug free activities.

Many school staff, who attended the National Indian Education Association Conference held in Albuquerque in October, participated in the Drug Free Schools Program workshops held in conjunction with the conference.

As the students begin to internalize the information they are receiving, it is anticipated that the incidence of alcohol and substance abuse will decrease. In order for continuous growth and improvement of the programs, efforts are geared toward encouraging each school to develop strategies that include both short and long term goals and objectives for addressing the problems of alcohol and substance abuse and/or use. To bolster this effort, Drug Free School Coordinators were established at each agency and Drug Free School Programs are being implemented starting in kindergarten.

The Drug Free Schools Program provides the curriculum structure, and insures the establishment of a school-wide policy regarding alcohol and other drug abuse.

III. SOURCES OF INFORMATION

1. Individual School Applications.
2. Area and Agency Offices.
3. Individual Annual Reports from schools.
4. Monthly Substance Abuse Reports.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Division of Elementary and Secondary Education: Dennis Fox, (202) 208-7388.

Education Specialist, Branch of Elementary and Secondary Education: Lana Shaughnessy, (202) 219-1129.

V. PLANNED STUDIES AND EVALUATIONS

A final annual report of the Bureau-wide program is required by the US Department of Education. In order to complete this report, all schools submit an application and a year-end annual report of their program activities.

EFFECTIVE SCHOOLS PROGRAM

I. PROGRAM PROFILE

Legislation

The Education Amendments of 1978, P.L. 95-561, Title XI, Section 2009 (d) as amended.

Program Description

The Effective Schools model or program is a research-based school improvement process which promotes site-based management. Current research on effective schools and effective teaching has identified several factors that can assist schools in becoming more effective. The Effective Schools approach provides a framework for school-level planning that is research-based, outcome-oriented and data-driven. Specifically, researchers such as Edmonds, Mortimore and Sammons looked at schools and discovered a number of attributes, or characteristics which they have termed "correlates", present in schools which are effective in producing student achievement. These and other researchers involved in this process derived from five to thirteen "correlates" which are now the basis of the Effective Schools model.

The Effective Schools model for school improvement emphasizes the need for a clear school mission, curriculum development, staff training in educational leadership and close involvement by parents and the community. The Effective Schools Program is thus a school-level improvement process.

The Bureau Effective Schools Team (BEST) chose ten characteristics or correlates to emphasize. The following are definitions of each correlate refined by the Pilot Schools during the May 1991 debriefing session:

1. Clear School Mission - A clearly understood and accepted purpose statement that guides local education and a driving force for the education process designed to meet the unique needs of students.

2. Safe and Supportive Environment - A nurturing environment conducive to learning where all are respected and where children, staff and community can grow together to be the best they can be.

3. Strong Instructional Leadership - It does not only refer to the principal, but to the combined effort of all individuals involved in the learning process by modeling, sharing, being proactive and seeking to meet the needs of students and staff.

4. High Expectations - An atmosphere of challenge and confidence where students and staff develop to their full potential academically, socially, spiritually, culturally, emotionally, mentally and physically.

5. Opportunity to Learn/Time on Task - An intensive engagement where students can master and demonstrate the intended outcomes.

6. Monitoring and Feedback of Student Progress - Measuring student progress relative to the intended curriculum through a variety of means and relating progress to students and others in a positive manner.

7. Home/School/Community Relations - Home, school and community have a clear understanding of the school's mission through open and active exchange of information and communication and through active involvement of the community and home in the school and conversely of the school in the home and community.

8. Curriculum and Relations - Focusing and organizing educational activities and programs around the outcomes we want students to demonstrate. Curriculum and instruction should be based on locally defined needs, reflect the culture and be developed with staff involvement. The curriculum should be designed to prepare students to meet graduation requirements, for success in future academic pursuits, and in becoming productive and caring adults.

9. Participatory Management/Shared Governance - Shared decision-making by parents, students, staff, administration and tribe. School staff develop a management style that enables all involved to feel their contributions are important and valued and which develops a sense of ownership among all groups.

10. Cultural Relevance - The enhancement of culture, integrated into all areas of a school, which encourages our students' self-esteem, self-respect and success.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Ideally, the school improvement effort must be comprehensive, addressing needs in all ten (10) Effective Schools areas concurrently. The process for implementing the correlates varies

from school to school as each school is unique. The following steps are generally necessary when schools implement the process:

- Assessment of the current status of each of the ten areas of the effective school factors;
- Classroom observations to gather information on the use of instructional time; and
- A school profile, including a narrative portrayal of the school's status in each of the ten (10) characteristics of school effectiveness.

Upon completion of the school profile, a final document is produced by the school staff which becomes an action plan for the implementation of the effective school correlates. Implementation is an on-going process and may involve one or more of the effective schools correlates. The school improvement effort in the implementation of the Effective Schools model is a long-range process and student achievement gains may not be visible for some time after the school initiates the program improvement efforts.

From a historical perspective, the Effective Schools model for school improvement began in December 1987, when the Director of the Office of Indian Education Programs first presented the Effective Schools Model during an Education Line Officers meeting. Then in February of 1988, a working committee was formed to evaluate the effectiveness of the Effective Schools model for BIA schools. Based on this groups' work, the BIA-OIEP implemented the model in FY 1988. Specifically, in 1988, the OIEP Director and the Minneapolis Area Education Program Administrator coordinated the planning and implementation of the Effective Schools program. A Bureau Effective Schools Team (BEST) was established in March of 1988, and the 1988 Pilot Schools were then identified.

By the end of FY 1988, thirty-one (31) schools had implemented the Effective Schools model. Each school received commitment, leadership, and staff training. Nineteen (19) additional schools completed their needs assessment and school improvement plan, and another twelve (12) schools received their commitment, leadership, and staff training and began to conduct their comprehensive needs assessment.

To become a pilot school, schools submit a self-nomination form and receive a visit from a BEST member. Criteria for selection includes evidence for a need to improve; evidence of commitment to improve as supported by the principal, the school board, staff, community and tribal entity; the school's track record; school administrator's commitment to stay and implement; and assurances to accept the Effective Schools philosophy and to actively participate in the program.

Pilot Schools receive:

1. Commitment Training;
2. School Effectiveness Team Training;
3. Instructional Leadership Training;
4. On-site monitoring and feedback;
5. Funding for on-site training; and
6. Technical support.

Pilot Schools are expected to:

1. Attend Commitment Training;
2. Involve all stakeholders;
3. Select a School Effectiveness Team;
4. Attend School Effectiveness Team Training;
5. Attend Instructional Leadership Training;
6. Develop a School Improvement Plan;
7. Implement the School Improvement Plan;
8. Monitor the School Improvement Plan;
9. Submit progress reports; and
10. Complete a comprehensive needs assessment.

Distribution of Funds

In FY 1992, the funds available for the Effective Schools Program in FY 1992 amounted to $712,720, of which $426,800 was distributed directly to the schools. Each school received a $5,000 base and an additional amount based on the Weighted Student Units (WSUs) they generated. Allocations to the schools ranged from $5,700 to $27,400.

The use of these funds, as determined by the School Effectiveness Teams, may be used for school improvement efforts which are tied to one or more of the correlates, staff development, and/or the school's needs assessment.

Funds for centralized training and on-site monitoring were retained by the Central Office and put into a grant with Salish Kootenai College (SKC). SKC and the National Indian School Board Association coordinated all the principals, and staff training , BEST meetings, and public relations for OIEP. The amount of the grant with SKC was $285,920.

Program Accomplishments

The Effective Schools Program has been incorporated in 78 schools as of FY 1992. The BIA intends to eventually include all Bureau funded schools in this program.

The report, OIEP EFFECTIVE SCHOOLS, summarizes the Office of Indian Education Program's Effective School Improvement efforts for the school year 1991-92 (FY 1992). The following reports are available

from OIEP that document progress for previous years:

Our Children: Our Message to the Future, 1988-89 school year.

Communities of Learning: School Based Improvement, 1989-90 school year.

Effective Schools for Effective Communities, 1990-91

The major Effective Schools program events for the 1991-92 year are summarized below.

* **February 1992**

Contracted the Effective Schools improvement effort to Salish-Kootenai College. Carmen Taylor of the National Indian School Boards Association, who has worked with the effort from the beginning, became Coordinator of the Effective Schools effort for the OIEP. Training included sessions on research, the correlates, School Effectiveness Teams, shared governance, School Improvement Plans, needs assessment, testing and strategies for measuring success.

* **January 26, 1992**
  Denver, CO

The Bureau Effective Schools Team (BEST) met and:

1. selected 1991-92 Pilot applicants to visit and who would visit;
2. planned instructional leadership and School Effectivenes Training;
3. discussed the composition of BEST and decided to add two teachers; and
4. discussed ongoing monitoring and a possible Pilot School debriefing.

* **February 28-29 1992**

BEST meeting in Denver Co. to select schools for 1992-93.

* **March 12-13 1992**

Held Orientation/Awareness Training for 1991 Pilot Schools at Mescalero, N.M.

Orientation/Awareness Training was held in Mescalero, NM on March 12-13, 1992. The training was attended by staff from all 20 new schools as well as individuals from previous-year training who were there for a "refresher" course.

Topics included an overview of recent research and the Effective Schools correlates, expectations from the schools during their on-going participation, needs assessment strategies, how to develop school improvement plans, and an overview of how the OIEP's Branch of Monitoring and Evaluation plans to incorporate the Effective Schools correlates in their monitoring of schools process.

* **April 1992**

Published the 1990-91 Effective Schools Annual Report.

* **May 4-7 ,1992**

Held Instructional Leadership/SET Training for 1992 Pilot Schools in Phoenix, AZ.

Instructional leadership and school effectiveness team training were combined and held in Phoenix, AZ during the first week of May. The centralized training funds were used to pay for four participants from each school to participate in the training. The training included sessions on leadership, shared governance, conflict management, needs assessment, time management, planning and communications, and team building.

* **August 1992**

BEST approved the following:

1. budget for the 1992-93 school year;
2. selection of new members including two teachers and a university representative;
3. review of a revised brochure;
4. publication of a BEST newsletter three times a year;
5. a $2,000.00 mini-grant process for 1988 and 1989 Pilot Schools;
6. holding 1990 Pilot School allocations until a School Improvement Plan is submitted;
7. becoming the advisory committee from the OIEP Monitoring and Evaluation process; and
8. a $2,500.00 mini-grant process for 1992 Pilot Schools.

III. SOURCES OF INFORMATION

1. On-site reviews of schools.
2. Information from the BEST meetings.
3. OIEP files and records.

IV. PLANNED EVALUATIONS AND STUDIES

Evaluation is on-going. A comprehensive review of the first nineteen (19) schools was conducted for the end of the 1990-91 school year to assess the progress each school has made in meeting its goals.

This review also involved parent, teacher, and student observations and comments regarding the program at their school. On-site monitoring will continue at all sites and a year-end narrative report will also continue to be required of all schools.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Elementary and Secondary Education: Charles Geboe, (202) 219-1127.

Chief, Branch of Monitoring and Evaluation: Lucretia W. Herrin, (202) 219-1127.

VI. TABLES

TABLE 1

THE FIRST PILOT SCHOOLS SELECTED FOR FY 1988

1. Dilcon Boarding School, AZ
2. Dunseith Day School, ND
3. Jemez Day School, NM
4. Laguna Elementary School, NM
5. Little Eagle Day School, SD
6. Leupp Boarding School Board, Inc., AZ
7. Lower Brule Day School, SD
8. Lukackukai Boarding School, AZ
9. Ojibwa Indian School, ND
10. Rocky Boy Tribal High School, MT
11. Santa Fe Indian School, NM
12. Standing Rock Elementary School, ND
13. Taos Day School, NM
14. Second Mesa Day School, AZ
15. Tiospa Zina Tribal School, SD
16. Turtle Mountain Community Schools, ND (Elementary, Middle and High School)
17. Wingate Elementary School, NM

TABLE 2

THE FY 1989 PILOT SCHOOLS

18. Cheyenne Eagle Butte Schools, SD
19. Oneida Tribal School, WI
20. Crow Creek High School, SD
21. Fond Du Lac Ojibwe School, MN
22. San Ildefonso Day School, NM
23. Navajo Mountain Boarding School, AZ
24. Pine Hill School, NM
25. Tesuque Day School, NM
26. San Juan Day School, NM
27. Chuska School, NM
28. Dennehotso Boarding School, AZ
29. Miccosukee Indian School, FL

TABLE 3

THE FY 1990 PILOT SCHOOLS

30. Beclabito Day School, NM
31. Chinle Boarding School, AZ
32. Four Winds Community School, ND
33. Rocky ridge Boarding School, AZ
34. Chief Bug-O-Nay-Ge-Shig School, MN
35. Cottonwood Day School, AZ
36. Jones Academy, OK
37. St. Stephen's Indian School, WY

TABLE 4

THE FY 1991 PILOT SCHOOLS

38. Sky City Community School, NM
39. Crownpoint Community School,NM
40. San Felipe Day School, NM
41. Two Eagle River School, MT
42. Beatrice Rafferty School, ME
43. Porcupine Day School, SD
44. Cibecue Community School, AZ
45. Pueblo Pintado Community School, AZ
46. Tohono O'odham High School, AZ
47. Wingate High School, NM
48. Sac and Fox Settlement School, IA
49. Lower Brule Elementary, SD
50. Little Wound School, SD
51. Blackwater Community School, AZ
52. Standing Rock Community School, NM
53. Riverside Indian School, OK
54. Polacca Day School, AZ
55. Pierre Indian Learning Center, SD
56. Chi-Ch'il-Tah/Jones Ranch Community School, NM
57. Quileute Tribal School, WA

Table 5

The FY 1992 Pilot Schools

58. Ahfachkee Day School, FL
59. Aneth Community School, UT
60. Baca Community School, NM
61. Chilchinbeto Day School, AZ
62. Circle of Life Survival School, MN
63. Coeur d'Alene Tribal School, ID
64. Hotevilla Bacavi Community School, AZ
65. Low Mountain Boarding School, AZ
66. Mandaree Day School, ND
67. Mescalero Elementary School, NM
68. Moencopi Day School, AZ
69. Nazlini Boarding School, AZ
70. Rock Creek Day School, SD
71. Santa Clara Day School, AZ
72. Santa Rose Boarding School, AZ
73. Seba Dalkai Boarding School, AZ
74. Standing Rock High School, ND
75. Takini School, SD
76. Theodore Roosevelt School, AZ
77. Tuba City Boarding School, AZ
78. Zia Day School, NM

MATHEMATICS AND SCIENCE PROGRAM

I. PROGRAM PROFILE

Legislation

This program is funded through the Dwight D. Eisenhower Mathematics and Science Education Act, P.L. 101-589, Section 2005 of 20 USC 2985.

Program Description

This program's goal is to strengthen the skills of teachers in the subject areas of Mathematics and Science. A Memorandum of Agreement (MOA), between the Secretary of the Interior and the Secretary of Education, provides for the transfer of funds to the Bureau of Indian Affairs. The Bureau submits a state plan to the Department of Education in which the planned training program is described, including the geographic areas to be served.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Each year the Bureau announces the availability of this training program to interested teachers in specific grade levels. Each area/agency is allotted a certain number of slots for their teachers. Schools nominate teachers to participate in the program which takes place during a two-week session over the summer. Top priority is given to teachers who have not attended previous training sessions.

In FY 1992, the institutes took place at Haskell Indian Junior College in Lawrence, Kansas; the School of Mines in Rapid City, South Dakota through Sinte Gleska Indian College; and Northern Arizona University in Flagstaff, Arizona through Navajo Community College.

Each year the institutes focus on specific grade levels, such as K-3, 4-6, etc. The institutes provide one week of math and one week of science training in subject content and methodology. In past years, approximately 40-80 teachers have attended each math and science institute.

A newsletter is published after the sessions and includes teacher-generated lesson plans and other program follow-up services and activities.

Distribution of Funds

In FY 1992, the Bureau received funds in the amount of $1,068,986 which were used to pay all associated cost for the institutes, including tuition and fees, transportation, lodging, materials, and salaries of the participants.

Program Accomplishments

In FY 1992, 200 teachers participated in the math and science institutes: 80 teachers in grades K-3; and two sessions for 80 teachers each in grades K through 8. Through these institutes the OIEP has implemented the standards established by the National Association of Teachers of Mathematics.

The science instruction focused on "hands-on" and exploratory learning. Sixteen of the schools that sent participants were visited in order to determine the extent and success of implementing the approaches and methods the teachers learned. In each of these schools, the teachers, had indeed, implemented the methods learned during the FY 1992 math and science institutes.

III. SOURCES OF INFORMATION

Reports from the three institutes and on-site visit reports.

IV. PLANNED STUDIES

Evaluation of this program is ongoing. In FY 1993, the OIEP will review the participating schools math and science achievement test scores.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Elementary and Secondary Education: Charles Geboe, (202) 219-1127.

Education Specialist: Lucretia Herrin, (202) 219-1129.

EXEMPLARY SCHOOL RECOGNITION PROGRAM/SHARING EXCELLENCE NETWORK

I. PROGRAM PROFILE

Legislation

The Exemplary School Recognition Program and the Sharing Excellence Network are a part of the Bureau's school improvement initiatives.

Program Description

In Fiscal Year 1989, the Bureau of Indian Affairs, Office of Indian Education Programs established a recognition program for exemplary schools. The purpose of the program is to identify and give recognition to Bureau schools which have implemented exemplary education programs and for their effectiveness in meeting identified goals and standards.

For a school to be recognized, the Bureau considers the following factors:

1. Comprehensive review of achievement for the past three years in the areas of reading, math, and language arts;

2. Review of the school's financial plans to determine which schools are financially sound and that adequate budgeting principles are in place;

3. Indications that there has been professional growth in the school staff through efforts in training or staff development;

4. Evidence of community and parental involvement and input into the school's program demonstrated by changes in the atmosphere and attitude of the community toward the school.

The Sharing Excellence Network has established the following purposes:

1. To establish a "pilot educators network," which will create opportunities to share, learn and exchange information about programs, practices and strategies that work in Bureau funded schools to use the network as a vehicle to discuss concerns and needs affecting the schools.

2. To recognize and support programs, practices and strategies that work in BIA funded schools; showcase and disseminate information about these programs, practices and strategies.

3. To establish a formal process to identify exemplary programs, practices and strategies; to showcase, promote and sustain adoption of these programs in other BIA funded schools.

4. To continue to strengthen and increase the involvement of BIA funded schools within the National Diffusion Network (NDN) and other state or national recognition programs.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The program services and activities provided by these two programs included: inservice programs to promote whole language techniques in the classroom; developing teaching strategies based on the students' Native culture; building professional libraries which the teachers use to supplement and introduce innovation in their classrooms; and developing peer tutoring programs.

Distribution of Funds

A total of $200,000 was set aside for this program in FY 1992, down from $450,000 in FY 1991. It is doubtful the program will be funded in FY 1993 because of higher priority requirements.

Program Accomplishments

Schools reported that these programs made a positive difference at their schools. The funds provided by these programs were used to support additional school activities to further academic excellence. Each exemplary school was matched with another Bureau funded school seeking improvement. Funds were directed to both schools for the purpose of sharing innovation educational practices.

Specifically, funds were used for:

1. employing personnel an additional two weeks to refine and prepare for publication of curriculum materials;

2. printing and distributing curriculum materials;

3. conducting teacher workshops or demonstrations at a fall and spring Bureau-wide meeting for furthering academic excellence;

4. supporting travel costs associated with meetings, review of programs, or professional development;

5. purchasing commercial curriculum materials designed to further academic achievement;

6. providing matching funds for new and innovative approaches to teaching; and

7. conducting the first Bureau of Indian Affairs boarding school conference with over 300 participants from BIA Boarding School in Albuquerque, New Mexico in April 1992.

In summary, the Sharing Excellence Network provided funds for the development of school based professional libraries, staff development activities, student participation in special activities, parental/community activities, and the boarding school conference.

III. SOURCES OF INFORMATION

1. Annual reports from participating schools.
2. Area and Agency Offices.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Division of Education Programs: Dennis Fox, (202) 208-7388.

Education Specialist,Branch of Elementary and Secondary Education: Lucretia Herrin, (202) 219-1129.

SCHOOL BOARD TRAINING

I. PROGRAM PROFILE

Legislation

The Education Amendments of 1978, P.L. 95-561, Title XI, 25 USC 2008 (c) and 2009 (d) as amended.

Program Description

The training of school boards has been an integral part of the Bureau's implementation of P.L. 95-561 since 1978. P.L. 95-561 states that "a local school board may request technical assistance and training from the Secretary, and he shall, to the greatest extent possible provide such services, and make appropriate provisions in the budget of the office for such services."

The intent of the training is to orient new board members, update all board members on national policy initiatives and policy changes, and keep school boards abreast of educational trends in order to carry out their diverse responsibilities as local educational leaders.

II. PROGRAM INFORMATION AND RESULTS

Program Services and Activities

In FY 1992, the Bureau contracted for the provision of school board training with the National Indian School Boards Association (NISBA) and the Association of Community Tribal Schools (ACTS). The 1992 National Training and Spring Issues Conference was co-hosted by NISBA and ACTS in cooperation with the Office of Indian Education Programs (OIEP). The theme of the conference, "Strengthening Partnerships for Children : The Circle Never Ends," is indicative of the continuous need to involve all "stakeholders" in the education process of our young people, parents, teachers, school boards, administrators, tribal leadership, federal agencies, Congress etc. This year's conference was a "working conference," in which there was ample opportunity to be involved in an action-planning process resulting in reaching a consensus about national issues as well as determining the local needs in each of our Indian communities.

The three major objectives for the FY 1992 conference were:

1. To acquire knowledge and skills to assist us in our roles as school board members;

2. To practice the application of this knowledge and skills; and

3. To develop plans for the recommended actions.

To meet these objectives, there were five sets of Learning Circles. Four of these emphasized the three major objective listed above. There was, therefore, an opportunity for each participant to address at least four of the nine topics. The other Learning Circle set provided schools and communities an opportunity to "showcase" their exemplary and unique programs and practices.

All Bureau funded schools were invited to attend. All expenses were paid for two school board members from each Bureau funded school, with the exception of the Navajo School Boards on the Navajo Reservation, which receive their own funding for training through the Navajo Area School Boards Association (NASBA). NASBA conducted training at each of the five (5) BIA agencies and held an area-wide conference. The conference was held in Denver, Colorado during March 1992.

The theme of the area-wide conference was "Strengthening Partnerships for Children: The Circle Never Ends." The goal of the training, as provided by NASBA, was to: disseminate relevant information to and from school boards concerning BIA education their through participation in agency and local school board meetings, written correspondence, tribal education committee meetings, and tribal/Bureau task forces; complete follow-up work on school board resolutions; and deal with school facilities matters.

As a part of the contractual arrangement with NISBA, all of the attendees at the national conference were surveyed. The results are summarized in a report to the Bureau entitled "School Board Training 1991-1992: A Profile Directory" available from the OIEP.

Distribution of Funds

In FY 1992, NISBA received $230,600 to conduct the school board training program for the Bureau. These funds were used to pay for lodging, meals, and travel costs of school boards' attendance as well as materials and supplies for the workshops. Also paid from these funds were trainers' fees, honorarium and travel for presenters.

NASBA received $113,600 to conduct the school board training program for the school boards on the Navajo Reservation. These funds were used to pay for lodging, meals and travel costs of school boards attendance, as well as materials and supplies for the workshops, trainers' fees, honoraria, and travel for the presenters.

Program Accomplishments

The National Indian School Boards Association provided training to 850 school board and non-school board members, (i.e. teachers, principals, line officers, and tribal representatives).

The Navajo Area Schools Board Association provided training at the five agencies and at the area-wide conference to a total of 259 participants.

Data was collected at the National Training Institute for NISBA by the Salish Kootenai College staff members to provide a complete picture of the effectiveness of the workshops. In addition, NISBA conducted a national survey.

The document, "Conference Highlights and Recommendations," contains the results of the final consensus-building. The results were obtained by having conference participants use IRIS, an Instantaneous Response Interactive System. Each participant had his/her own handset, and upon entering their answers, responses were instantly tallied and made available for all to see on a large screen in the room. This report contains the printed information which participants placed on the screen.

This document, along with the video of the conference, "Setting the Agenda for American Indian Education" provides an excellent and comprehensive overview of the recommendations developed by the group, including action items to be addressed by local communities and at a national level.

This document is divided into the following sections:

- Demographic Information;
- Evaluation Information;
- Central Office Survey;
- Local Agenda Items for Action;
- National Agenda Items for Action; and
- Conclusions and Recommendations.

III. SOURCES OF INFORMATION

1. School Board Training 1991-92: A Profile Directory. Contract with NISBA.

2. Summary Report of Training Activities by the Navajo Area School Board Association.

IV. PLANNED STUDIES

The NISBA training will continue to be evaluated by school board members. The evaluation results will continue to be reported in future Profile Directories.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Division of Program Services: Dennis Fox, (202) 219-1127.

Chief, Branch of Elementary and Secondary Education Programs: Charles Geboe, (202) 219-1129.

JOHNSON-O'MALLEY EDUCATIONAL ASSISTANCE PROGRAM

I. PROGRAM PROFILE

Legislation

The Johnson-O'Malley (JOM) Act of 1934, as amended, authorizes the funding of education related programs for American Indian and Alaska Native students in public schools. The regulations governing the operation of JOM programs are contained in 25 CFR 273. Contracting authority is contained in 25 USC 452-456 and in the Indian Self-Determination and Education Assistance Act of 1975, P.L. 93-638 as amended.

Program Description

The federal government under the authority of the Johnson-O'Malley Act provides financial assistance for supplemental educational programs to meet the special needs of eligible American Indian and Alaska Native students in public schools and for special programs for three and four-year old children. The JOM Act recognizes that Indian and Native children in public schools have special needs due to their unique social, economic, and cultural environment.

JOM funds are contracted to public school districts, state departments of education, tribes, and tribal and Alaska Native organizations.

Each contracted JOM program has an Indian Education Committee which is responsible for conducting a yearly comprehensive needs assessment with the help of the contractor. This assessment is utilized in the development of their program.

The contractor is required to: determine and document the eligibility of students to be served; complete an application for JOM funds; and complete a semiannual and annual report which includes expenditure reports.

Effective October 1991, the blood degree quantum provision, as stated in P.L. 99 228, is applicable in determining eligibility for JOM services. Eligible students must be a member of an Indian tribe, or be at least one-fourth blood degree quantum of a descendant of a member of an Indian tribe which is eligible for the special programs and services provided by the United States.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The supplemental programs and activities include academic support, teacher support and parental costs. Funds may be used for academic

remediation, tutoring, preschool programs, gifted programs, summer school classes, cultural enrichment, field trips, transportation, medical examinations and school supplies.

The most frequent activities conducted by the contractors include home-school coordinators and academic remediation. The home-school coordinators work with students and parents on an individual basis to encourage and motivate students to remain in school and to further develop their potential for attending post-secondary school.

Academic remediation is usually carried out during the school year, in or out of the school setting, by certified teachers, teacher aides or, in some programs, by junior high and high school student tutors.

Distribution of Funds

In FY 1989, the Congress approved a new formula for the equitable distribution of JOM funds to be implemented over a three year period. In FY 1989 $23,000,000 was appropriated.

In FY 1990 a minimum weight factor of 1.2 was used for determining the JOM fund distribution, except that Alaska (2.2), Connecticut (1.26), New York (1.6) Rhode Island (1.24) and Wyoming (1.36) were given a weight factor greater than 1.2. The average state JOM per-student amount was $80.93. The amount of JOM funds allocated to the states was calculated by multiplying this amount by the weight factor by the number of students using the FY 1989 enrollment figures. In FY 1990, $23,250,700 was appropriated.

In FY 1991, the distribution of JOM funds is based on the states' FY 1991 enrollment figures and on state per pupil expenditures. In FY 1991, $24,930,675 was appropriated.

$23,589,973 was appropriated and distributed in FY 1992. The authorized minimum weight factor for FY 1992 was 1.30. Alaska, New York, and Rhode Island received a weighting factor greater than 1.30 based on their high per pupil costs.

Program Accomplishments

In FY 1992, the JOM program funded 228,681 students (an increase from 225,871 in FY 1991) in 32 states, operated under 324 contracts, (see Table 1). Table 2 shows the FY 1992 distribution of funds and number of students served by state.

The Bureau has established a program for annually identifying and recognizing successful JOM programs. During FY 1992 ten (10) programs were recognized for their exceptional programs.

Nominated by the OIEP Education Line Officers, the following criteria were used for identifying exceptional JOM programs:

1. Strong evaluation components which show the results of their efforts;
2. Evidence of planning and coordination with other programs;
3. Cost effectiveness;
4. Parental and/or community participation; and
5. Programs based on the learning styles of the Indian students.

The JOM programs receiving recognition in FY 1992 were:

1. Albuquerque School District, New Mexico;
2. Annette Island School District, Alaska;
3. Grand Forks Public Schools, North Dakota;
4. Oglala Sioux Tribe, Pine Ridge, South Dakota;
5. Poarch Band of Creek Indians, Alabama;
6. Poteau Public Schools, Poteau, Oklahoma;
7. Seminole Tribe, Florida;
8. Shoshone and Arapahoe Tribes, Fort Washakie, Wyoming;
9. St. Regis Mohawk Tribe, New York; and
10. Wewoka Public School, Wewoka, Oklahoma.

III. SOURCES of INFORMATION

1. Program files.
2. Annual reports from contractors.
3. Area and Agency Offices.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Elementary and Secondary Education: Charles Geboe, (202) 219-1129.

JOM Education Specialist, Branch of Elementary and Secondary Education: Erna Sky, (202) 219-1128.

V. TABLES

TABLE 1

NUMBER OF FY 1992 JOM CONTRACTS BY TYPE OF CONTRACTOR

Type of Contractor	Number of Contractors
Public School Districts	87
State Departments of Education	6
Tribes	175
Tribal/Native Organizations	56
Total Contracts	324

TABLE 2

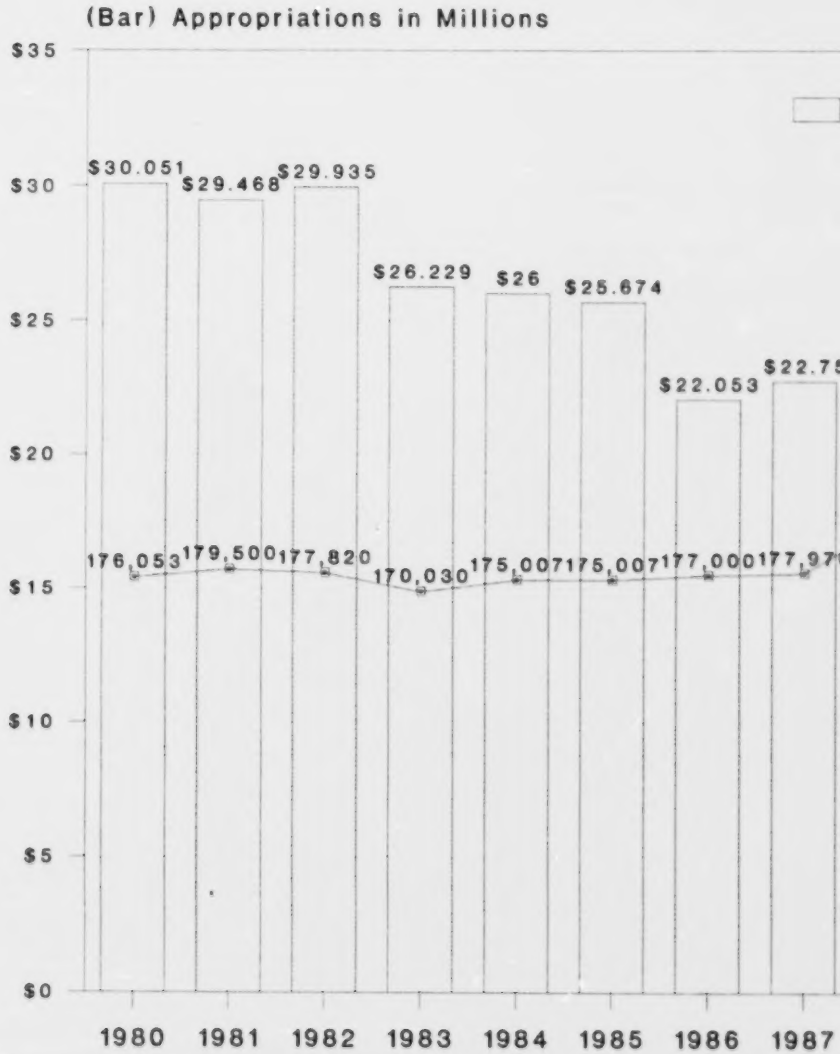
FY 1992 JOM DISTRIBUTION BY STATE

STATES	JOM DOLLARS	STATE AVG. PER PUPIL COST*	NUMBER OF STUDENTS SERVED
Alabama	$32,900	$3,197	330
Alaska	3,430,400	7,716	26,958
Arizona	4,441,300	3,902	44,569
California	556,700	4,121	5,587
Colorado	75,700	4,408	760
Connecticut	6,100	6,857	54
Florida	56,500	4,563	567
Idaho	197,900	2,838	1,986
Iowa	53,800	4,285	540
Kansas	6,000	4,443	60
Louisiana	10,600	3,317	106
Maine	27,600	4,744	277
Michigan	402,500	5,116	4,039
Minnesota	783,500	4,755	7,862
Mississippi	34,800	2,874	349
Missouri	1,300	4,263	13
Montana	902,500	4,293	9,057
Nebraska	189,700	4,360	1,904
Nevada	226,600	3,791	2274
New Mexico	3,453,000	3,473	34,651
New York	269,500	7,663	2,131
North Carolina	26,900	3,874	270
North Dakota	364,600	3,952	3,659
Oklahoma	4,891,800	3,379	49,090
Oregon	284,300	5,182	2,853
Rhode Island	45,100	5,976	453
South Dakota	1,116,000	3,581	11,199
Texas	44,600	3,877	448
Utah	227,400	2,579	2,282
Washington	733,700	4,352	7,363
Wisconsin	534,400	5,266	5,363
Wyoming	$ 162,100	5,375	1,627
TOTALS	$23,589,800		228,681
National Average		$4,639	

* The State Average Per Pupil Cost is provided by the National Center for Education Statistics.

TABLE 3

Johnson-O'Malley Progra and Enrollments from 19



NOTE: Beginning in 1984, previously private schools were disallowe in 1988, student eligibility was changed from 1/4 degree to student eligibility/enrollments increased.

TABLE 3

ey Program Appropriations
s from 1980 through 1993

were disallowed; thus the decrease in appropriations. Beginning

1/4 degree to enrolled members of federally recognized tribes; thus

ALASKA NATIVE AND AMERICAN INDIAN OUTREACH - CLOSE UP FOUNDATION

I. PROGRAM PROFILE

Legislation

The Department of Interior's Appropriation Act, P.L. 102-154 authorized the funding of the Close Up Foundation's outreach program.

Program Description

The Close Up Foundation is a nonprofit, nonpartisan civic organization dedicated to encouraging citizen interest in our government.

Through the Close Up Foundation's educational programs, participants learn how public policy affects their lives and how they can affect public policy. During the 1991-1992 school year, the Close Up Foundation received a grant from the Bureau of Indian Affairs to offer citizenship education programs for high school students and their teachers from Bureau funded schools and public schools in all urban and rural regions of Alaska.

The goal of the American Indian and Alaska Native Outreach Program is to increase the representation of students from BIA, ACT, and Alaskan schools in the Close Up Foundations's experiential civic learning programs. The objectives of Outreach are to:

- Provide a forum for the discussion of national education issues, specifically as they pertain to the unique circumstances that surround the BIA and ACT schools;
- Foster the interest, knowledge and skills needed to participate effectively in the democratic process of government;
- Increase mutual understanding of the cultures and concerns that encompass Amercia's diverse citizenry;
- Provide the opportunity to gain an understanding of how the American democratic system operates through examination of the three branches of government;
- Explore how domestic and foreign decisions are made and how our public policy agenda is formed;
- Motivate students to become informed and active in their local government;

- o Acquaint Alaska Native students with the governing bodies that affect their home state and its future outlook; and

- o Provide teachers with the skills and resources necessary to design and implement Close Up activities at the local level.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

American Indian Outreach

The Washington Program

One hundred and forty-five American Indian students and 40 teachers were provided fellowship assistance to participate in the Washington program. The students and teachers participated in the Washington Program during six sessions: November 3-9, 1991; February 9-15 and March 22-28, 1992; March 29-April 4 and April 19-25, 1992; and May 10-16, 1992.

American Indian students joined peers from several states including Alaska, Arizona, California, Michigan, Wisconsin, New York, Indiana, Iowa, Kentucky, Ohio, Louisiana, Oregon, Utah, South Dakota, Nevada, Vermont, Washington, and Texas for a week of intensive government study. Students met with members of Congress and other federal policy makers. In seminars and question and answer sessions, students learned how national policy affects local issues.

While in Washington, students explored special issues concerning Native Americans with experts from the Department of the Interior. Other activities included visits to the monuments and memorials and to the Smithsonian Institution.

Teleconferences

This year's program provided the Close Up Foundation with the unique opportunity to host an hour long question and answer session entitled, "Setting the Agenda for Native American Education." The program was held during the National Indian School Board Annual Conference in Denver on March 28, 1992. The panel members for the question and answer session were Carmen Taylor, Executive Director of the National Indian School Board Association (NISBA), Roger Bordeau of the Association of Community Tribal Schools (ACTS), Robert Cournoyer, NISBA President, Harold Condon of the Takini School in South Dakota, and Leroy Shingoitewa, an educator from the Hopi Reservation.

The guests addressed questions from the audience, which was comprised of conference attendees. Questions focused on issues facing Native American Education, both on the local and national levels. The "Close Up America" program aired on the Cable

Satellite Public Affairs Network (C-SPAN) May 4, 1992 from 5:00-6:00 pm and on May 8, 1992 from 8:00-9:00 pm Eastern Standard Time.

Local Programs

A Navajo Nation Close Up program entitled "A Young Navajo Nation in Action for the 90's" was held April 22-24, 1992 in Window Rock, Arizona. The local program was well attended with 190 students and teachers from Arizona, New Mexico, and Utah. Navajo Nation President Peterson Zah gave the keynote address. Participants in large seminars and small workshops discussed such topics as the Navajo Bill of Rights and the Treaty of 1868, evolution of Navajo law, history of the Navajo-Hopi land dispute, and the three branches of government. Other activities included a visit to the Navajo Nation Council Chambers while in session and visits to the three branches of government in various states.

The Navajo Nation local Close Up program was commended throughout the educator's question and answer session, referred to previously.

Alaska Native Outreach

Washington Program

Alaska Native students and their teachers attended Close-Up's Washington Program in eight sessions: November 3-9, 1991, February 9-15, March 15-21, March 29-April 4, April 5-11, April 12-18, April 19-25, and April 26-May 2, 1992. The Close Up Foundation provided 96 student fellowships and one educator's fellowship for participation in this program.

Alaska Native students studied and roomed with peers from American Samoa, Arizona, Arkansas, California, Florida, the Federated States of Micronesia, Gaum, the Republic of Palau, Mississippi, New Mexico, Ohio, Oregon, North Carolina, Illinois, Texas, Massachusetts, Wyoming, Wisconsin, Pennsylvania, and North Dakota. By sharing opinions, concerns and local, national and global issues, students gained confidence in themselves and developed an appreciation for the concerns of others.

In seminars with members of Congress, lobbyists and embassy officials, students learned about the balance of power and the role of citizens and public officials in the policy making process. Alaska Senators Ted Sevens and Frank Murkowski and Representative Don Young were among those who met with students in their congressional offices.

Distribution of Funds

$300,000 was appropriated, of which $296,200 (after the 1.26% general reduction required by Congress) was made available to the Close Up Foundation to conduct the program during the 1991-1992 school year.

III. SOURCE OF INFORMATION

1. Proposal tc Bureau of Indian Affairs, Department of the Interior submitted by The Close Up Foundation.

2. Summary of programs and activities for 1991-1992 by the Close Up Foundation.

IV. PLANNED STUDIES AND EVALUATIONS

The Close Up Foundation conducts an annual evaluation of its programs. Teachers and students submit a written and oral evaluation of the program. These evaluations are instrumental in strengthening the curricula.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Division of Education Programs: Dennis Fox (202) 219-1127.

Chief, Branch of Elementary and Secondary Education: Charles Geboe (202) 219-1129.

Education Specialist, Branch of Elementary and Secondary Education: Lana Shaughnessy, (202) 219-1129.

FAMILY AND CHILD EDUCATION PROGRAM

I. PROGRAM PROFILE

Legislation

The Education Amendments of 1978, P.L. 95-561, as amended by P.L. 100-297, authorizes funds for the operation of education programs. Funds appropriated for the Indian School Program Adjustments line item of the Bureau's School Operations budget includes monies for the Family And Child Education Program.

Program Description

The Early Childhood/Parental Involvement Program Pilot Project was renamed the Family And Child Education (FACE) Program in FY 1992. The FACE program, in keeping with the National Education Goals and the Indian America Goals of Readiness for School (Goal 1), High School Completion (Goal 2), Adult Literacy and Lifelong Learning (Goal 5), and Safe, Disciplined and Drug Free Schools (Goal 6) and Tribal Government, Language, and Culture (Goal 7), is the Bureau's effort to implement a comprehensive education program for children from birth to age five and along with their parents.

The purpose of the FACE program is to address the literacy needs of the family. It is designed to encourage and involve the child's parents and the community through family literacy programs. The FACE program is designed to maximize the children's overall development by laying a foundation for later learning and school success and to directly address the educational needs of the parents.

Similar programs in the public sector have shown that by fully implementing an early childhood program linked to the development of the child with parental participation in the program, these same children in later years, will exhibit a lower incidence of delinquency and crime, a lower teen pregnancy rate, greater literacy skills, and, most importantly, will be less likely to drop out of school.

The FACE program has integrated and adapted three national models which serves children birth to five years of age and their parents. The models chosen for use in these projects are Parents as Teachers (PAT), Parent and Child Education (PACE), and the High/Scope Curriculum model in the early childhood classroom.

The PAT program emphasizes early childhood education from birth to age three and is a home-based program. The program is designed to

help children by increasing the skills and knowledge of their parents in the areas of child development, parenting and observing children. Parent educators (home visitors) also model appropriate interactions with the child, have discussions with the parent(s) and disseminate materials. The program includes careful observation of the child and his/her environment by the parent educator, and also provides periodic health/nutrition, vision hearing, social/emotional development, language development and motor development screening.

The PACE (Parent and Child Education) program is designed to improve the learning skills of young children and to raise the educational levels and family skills of parents. The program serves 3 and 4 year old children and their parents in a center based setting. Program delivery includes four components: early childhood education; adult education; parent time; and joint parent/child time. Programs are housed in school facilities, where the early childhood and the adult education teachers team up to provide program services. The National Center for Family Literacy provides training for the PACE model.

The FACE program, thus, consists of four essential components:

1. A focus on the multi-disciplinary adult education needs of the parents;

2. A developmentally appropriate early childhood program;

3. Parent time which functions as a support group and provides information in the area of parenting skills; and

4. The parent and child time (PACT) which provides an opportunity for the parent to put into practice the skills presented during parent time through high quality parent-child interaction and parents observation skills.

II. FY 1992 FORWARD FUNDED PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The six original sites continued their programs during school year 1991-1992 and five new sites were added in July 1992. The six sites are as follows: Takini School, Cheyenne River Sioux, located at Howe, SD; Conehatta, Mississippi Band of Choctaw, located at Philadelphia, MS; Chief Leschi School, Puyallup Nation, located at Tacoma, WA; Fond Du Lac Ojibwe School, Lake Superior Band of Chippewa Indians, located at Cloquet, MN; To'Hajiilee-He, Eastern Navajo, located at Laguna, NM; and Na'Neelzhiin Ji' Olta, Eastern Navajo, located at Cuba, NM.

The five new sites are as follows: Chi Ch'il Tah/Jones Ranch, Eastern Navajo located at Vanderwagon, NM; Chuska Boarding School, Navajo, located at Tohatchi, NM; Hannahville, Potawatomi located at Wilson, MI; Little Singer, Navajo located at Winslow, AZ; Wingate, Navajo located at Ft. Wingate, NM.

Distribution of Funds

As part of the Indian School Program Adjustments, $2,985,898 was earmarked for the Family And Child Education Program. Funds were appropriated in FY 1991 as a part of the forward funding process and available beginning in July 1992 for use during the 1992-1993 school year. These funds were used to employ staff, provide staff training, curriculum materials, equipment, and other support services.

Program Accomplishments

The FACE program is a new and innovative initiative that has the potential for being extremely successful. At the end of the 1991-1992 school year the six sites had been delivering services for approximately 24 months with the five new sites completing approximately 8 months of service delivery. All of the six sites experienced enrollment increases during the 1991-92 school year.

During the 1991-1992 school year the six sites served 300 children and 300 adults with 30 adults completing high school graduation requirements and/or passing the GED test requirements. All eleven sites served approximately 505 adults and 634 children. The enrollment has continued to increase each year. The goal of the program was to develop an integrated family and child education program. The sites had accomplished this goal in just over one year.

III. SOURCES OF INFORMATION

1. Site Reports.
2. Model Reports.
3. Outside Evaluator Reports.

IV. PLANNED STUDIES AND EVALUATIONS

The Bureau will continue to evaluate this program using internal staff and outside evaluators.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Elementary and Secondary of Education Programs, Charles Geboe (202) 219- 1127.

Education Specialist, Branch of Elementary and Secondary Education, Patsy Jones (202) 219-1127.

ELEMENTARY AND SECONDARY SCHOOLS

I. PROGRAM PROFILE

Legislation

Authorization: The Snyder Act of November 2, 1921 (P.L.67-85) is the basic authority under which the Bureau provides education services to eligible Indian students in Bureau funded schools. Contracting authority for the Bureau to contract with Indian tribes and tribal groups to operate Bureau funded schools is contained in the Indian Self-Determination and Education Assistance Act of 1975, P.L. 93-638, as amended.

The Education Amendments of 1978, P.L. 95-561, as amended, authorized the Bureau to develop and implement academic and residential standards for the schools, develop and implement an equitable formula for funding the schools (Indian School Equalization Program), establish education policies, provide for contracting of education positions in the schools, and establish the rights of Indian students, among other things.

Grant authority for the Bureau to enter into grants with Indian tribes and tribal groups to operate Bureau funded schools is contained in the Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297.

Program Description

The Bureau funded elementary and secondary schools consist of Bureau operated schools, tribally contracted schools operated by tribes, and tribal grant schools operated by tribes. These schools provide a full range of basic, supplementary, and extracurricular programs and activities similar to what a typical public school provides. In addition, the typical Bureau funded school offers general Native American and/or specific tribal cultural programs and activities. Such programs are basic to, and supplemental to the academic program. Many of the schools also provide bilingual and English as a Second Language instruction.

Each Bureau funded school is governed by locally elected or, in some cases, appointed school boards. These boards exercise similar responsibilities and powers as public school district school boards.

The schools provide education services to kindergarten through twelfth grade children living on or near Indian reservations and/or are members of federally recognized tribes requiring educational services. The Bureau currently serves approximately 10% of the Indian and Native school-age children. During the 1991-1992 school

year, 43,700 students were enrolled in the 184 elementary and secondary schools.

A majority of the Bureau schools are rural and many have attendance areas covering large and remote geographical areas. A number of schools have bus routes that cover hundreds of miles.

Because of the remoteness of families living some distance from a day school or bus route, a number of elementary and secondary residential boarding schools are operated, mainly, but not only, on the Navajo Indian reservation.

The Residential Boarding Schools:

The residential boarding program provides for the 24 hour care of the students by experienced dorm staff, the majority of whom are Native American. Most of the residential programs include furnished rooms in residential halls, laundry facilities, complete food services, recreational rooms, student activities programs, library services, academic and personal counseling, tutorial programs, and substance abuse education and prevention programs. Solo parent programs with on-campus nursery facilities are provided in some schools.

Students placed in residential schools as a result of social placements have special counseling services and may be placed in the Intensive Residential Guidance (IRG) Program. Specifically, the IRG Program is designed to provide special, intensive guidance and counseling for boarding students who need special residential services due to a court of juvenile authority request for placement, expulsion, referral as an emotionally disturbed student, excessive truancy, or a pattern of extreme disruptive behavior.

The types of educational facilities include:

Day Schools (114) which provide basic and supplemental elementary and secondary education for children who reside at home;

On-Reservation Boarding Schools (50) which are located within the boundaries of an Indian reservation and provide residential care.

Off-Reservation Boarding Schools (6) which are located outside the boundaries of Indian reservations and provide residential care as well as an academic education program.

Peripheral Dormitories (14) which provide residential care for children attending nearby public schools.

Contract and grant schools (day and boarding) which are funded by the Bureau and operated by the tribes under contract pursuant to P.L 93-638 or under the grant school provisions of P.L. 100-297.

Tribes and tribal groups operated 80 day and boarding schools, and 8 peripheral dormitories in FY 1992.

Over the period of FY 1987 through 1992:

- The basic instructional program enrollment (excluding the peripheral dorm enrollment) shows a gradual increase from 38,272 in FY 1987 to 41,877 in FY 1992;
- The on-reservation boarding school enrollment increased from 12,133 in FY 1987 to 17,124 in FY 1992;
- The bilingual program enrollment has increased from 6,251 in FY 1987 to 10,799 in FY 1992;
- The exceptional child program decreased from 8,651 in FY 1987 to 7,351 in FY 1992; and
- The peripheral dorm enrollment increased slightly from 1,639 in FY 1987 to 1,823 in FY 1992.

The Bureau operates six off-reservation boarding schools which enrolled 2,334 students in FY 1992. They are:

Chemawa Indian School in Salem, Oregon;
Riverside Indian School in Anadarko, Oklahoma;
Sherman Indian High School in Riverside, California;
Flandreau Indian School in Flandreau, South Dakota; and
Wahpeton Indian Boarding School in Wahpeton, North Dakota.
Sequoyah High School, Tahlequah, Oklahoma.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The long range goal of the BIA's education program is to raise the educational achievement of Indian students in our schools to levels that meet or exceed national norms by the year 2000. In working toward this goal, several program initiatives have been established.

The major initiatives included: the Effective Schools Model; recognition of exemplary schools; the Sharing of Excellence Network; the Early Childhood Pilot Project (Family and Child Education); establishing high expectations for student success, establishing a clear school mission; developing a quality curriculum; ongoing principal and teacher training; increasing parental involvement; developing school-wide Chapter 1 programs; alcohol and other drug abuse awareness, prevention and counseling programs; school board training; and teacher salary increases.
2
The OIEP initiative in school and management improvement is termed

QUEST, for Quality Using Effective School Techniques, which includes the Effective Schools Approach and the Total Quality Management approach.

Specifically, in FY 1992, the Bureau continued to provide specialized training in education methods which have proven to be effective in establishing high expectations for students. To foster the objective of high expectations for students, the Bureau operates these ongoing programs: recognition of Exemplary Schools and matching them with schools needing assistance; the Sharing Excellence Network which is a cooperative effort to exchange information between schools; and the Gifted and Talented Program.

To meet the special needs of students, the Bureau also operates the following supplemental programs (see TABLE 2) which are detailed in other sections of this report: bilingual education at selected locations; Special Education; Chapter 1; Intensive Residential Guidance; Drug Free Schools program; Math and Science institutes for teachers; Title V, Education Act Program; and USDA Breakfast and Lunch program.

Distribution of Funds

In FY 1992, the Bureau received $201,932,187, an increase from $192,252,291 in FY 1991, which was distributed according to the ISEP formula. The Bureau funded 43,700 students, an increase from 40,841 in FY 1991, who generated 77,069 weighted student units (WSUs). This is an increase from 70,408 WSUs in FY 1991. Basic ISEP funding for each student was $2,594. The 43,700 students included 2,257 gifted and talented students, which is an increase from 1,905 gifted and talented students in FY 1991.

The enrollment in Bureau funded schools has gradually increased over the last four school years (from 39,381 to 43,700) after a slight decline from 42,825 students during the 1983-84 school year to 39,911 students during the 1986-87 school year due to the transfer of the remaining Bureau schools to the State of Alaska. The amount of funding for the elementary and secondary program has gradually increased over the 13 year period exhibited in Table 4.

In FY 1992, the Bureau funded schools transporting day students for 10,998,515 miles at $1.156 per mile. The Bureau also funded boarding schools transporting residential students with school operated vehicles for 350,466 miles at $1.156 per mile. The schools that must transport residential students also received $524,317 to fund commercial and charter ground transportation and $514,546 to fund air transportation. The Bureau spent a total of $14,158,285 for student transportation in FY 1992.

Several supplementary programs also provide additional funds for students requiring special servivces. These programs include

Special Education, Chapter 1, Title VII Bilingual Education, USDA Breakfast and Lunch Program, Title V of the Indian Education Act, and Drug Free Schools and Communities. Many schools also receive grants and/or services from other sources such as the tribe, Indian Health Service, private and public organizations, and foundations.

Program Accomplishments

In FY 1992, the Bureau funded schools provided elementary and secondary educational opportunities for eligible Indian students who were not served by public, private or sectarian schools.

Approximately 10 percent (10%) of all school age elementary and secondary Indian students in the United States attended Bureau funded schools. The number of Indian children enrolling in Bureau funded schools has been steadily increasing over the last three years.

Forty-nine percent (49%) of the students (21,281) enrolled in Bureau funded schools resided in Bureau funded residential programs (boarding schools) either because they lived farther than 1 1/2 miles from day school bus routes, or because of special, social and academic reasons.

The schools employ teachers, counselors (academic, guidance and substance abuse), and support personnel consisting of regular classroom and supplementary program teacher aides, dormitory staff, food service workers, transportation workers, janitors, office staff, and administrative staff employed in their education programs. The Bureau's Indian Preference Policy encourages the hiring of qualified Indian staff for all positions in a school.

School Information:

In FY 1992 the Bureau funded 170 elementary and secondary schools and 14 dormitories in twenty three states. The Bureau operated 96 schools, including 46 day schools, 44 boarding schools, and 6 dormitories. Tribes and tribal groups operated 68 day schools, 12 boarding schools and 8 dormitories.

Student Information:

The Bureau funded instructional and residential programs for 43,700 students, which included 41,877 students in Bureau funded instructional programs and 1,823 students who resided in Bureau funded peripheral dorms and attended nearby public schools.

Of the 41,877 students the Bureau provided instructional programs, 2,334 students resided in Bureau funded off-reservation boarding schools, 17,124 students resided in on-reservation boarding schools and 22,419 students attended day schools. The schools and dormitories are located on 67 Indian reservations and 23 states.

The four states with the majority of the schools are, in order, Arizona, New Mexico, South Dakota, and North Dakota.

III. SOURCES OF INFORMATION

1. Program files.
2. Student count documentation.
3. FY 1992 appropriations for the Bureau of Indian Affairs.
4. FY 1992 final distributions and expenditure amounts from the Branch of Administrative Services.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Division of Education: Dennis Fox, 202-208-4555.

Finance Specialist, Division of Administration: Joe Herrin, 202-208-7658.

V. TABLES

TABLE 1

COMPARISON OF FY 1991 & FY 1992 APPROPRIATIONS FOR SCHOOLS

APPROPRIATIONS LINE ITEM	TOTAL FY91 DISTRIBUTION*	TOTAL FY92 DISTRIBUTION*
Indian School Equalization Program \a	$192,252,291	$201,932,187
Indian School Program Adjustments \b	4,605,734	4,818,512
Student Transportation	15,848,912	14,158,285
Solo Parent Program	132,303	148,110
Substance Abuse Counselors Training	2,207,372	2,437,891
Administrative Cost Funds \c	18,900,440	19,748,000
TOTALS	$233,947,052	$243,242,985

* Note that the amounts shown on this table represent the actual end of year expenditure totals.

\a School Board Training is funded with ISEP monies. The National Indian School Board Association and the Navajo Area Indian School Board Association use these funds to train local school board members.

\b The program adjustments include law enforcement at two boarding schools, school furniture repair, staff development and training, Navajo Child Abuse Project, and the Family and Child Education program.

\c These funds are distributed by formula to the contract and grant schools to offset administrative costs.

TABLE 2

COMPARISON OF OTHER FY 1991 & 1992 FEDERAL FUNDS FOR SUPPLEMENTAL PROGRAMS

(adjusted amounts enacted to date)

PROGRAM NAME	TOTAL FY 91 DISTRIBUTION	TOTAL FY 92 DISTRIBUTION
Chapter I (170 schools w/ Acad Progs)	$27,344,592	$31,276,152
Spec Educ (170 schools w/ Acad Progs)	18,215,420	19,044,568
Title V (80 Schools)	2,709,889	2,611,508
Title VII Bilingual Educ (10 Schools)	1,137,000	1,435,271
USDA National Breakfast & Lunch Program (93 Schools)	6,262,587	5,705,379
Math and Science Institutes for Teachers	686,000	1,068,986
Infants and Toddlers with Handicaps	853,490	1,431,301
Drug Free Schools & Communities	5,332,000	5,665,000
TOTALS	$62,540,978	$68,238,165

Explanation of Programs in Table 2

Chapter 1 monies are distributed and monitored by the Office of Indian Education Programs (OIEP) Chapter 1 program. All Bureau funded schools with academic programs receive these funds.

Special Education monies are distributed and monitored by the OIEP Exceptional Child Program. All Bureau funded schools with academic programs with eligible students receive these funds. Eligible students residing in dormitory schools receive assistance through the Exceptional Child Residential Program.

Title V monies are distributed to Bureau operated schools based on the school applying to, and being awarded a grant by the Title V (Indian Education Programs) Office of the U.S. Department of Education. The 80 schools reflected in this table represent just the Bureau operated schools and not contract or grant schools.

Title VII Bilingual funds are also distributed to Bureau operated schools based on successful application to the U.S. Department of Education. The 10 schools reflected in this table represent just the Bureau operated schools.

USDA Breakfast and Lunch Program monies are distributed to Bureau funded schools by states based on application to the respective state. Funds are allocated to schools monthly based on a count of meals served to eligible students whose family meets certain income eligibility requirements. The 93 schools reflected in the above table represent just the Bureau operated schools.

The Drug Free Schools Communities Program is funded by a 1% set aside from P.L. 99-570 (the Drug Free Schools and Communities Act of 1986). These funds are distributed to all Bureau funded schools.

TABLE 3

FY 1992
NUMBER OF BUREAU FUNDED SCHOOLS BY STATE & RESERVATION

ARIZONA 53 Schools			
Fort Apache	3	Salt River	1
Tohono O'odham	4	Hopi	7
Gila River	3	Havasupai	1
Navajo	34		
FLORIDA 2 Schools			
Brighton	1	Miccosukee	1
IDAHO 2 Schools			
Ft. Hall	1	Couer d' Alene	1
IOWA 1 School			
Sac and Fox	1		
KANSAS 1 School			
Kickapoo/Potawatomi/ Sac & Fox	1		
LOUISIANA 1 School			
Chitimacha	1		
MAINE 3 Schools			
Passamaquoddy	2	Penobscot	1
MICHIGAN 1 School			
Hannahville	1		
MINNESOTA 4 Schools			
Leech Lake	1	Fond du Lac	1
White Earth	1	Mill Lacs	1
MISSISSIPPI 8 Schools			
Choctaw	8		
MONTANA 3 Schools			
Blackfeet	1	Flathead	1
Northern Cheyenne	1		

NUMBER OF BUREAU FUNDED SCHOOLS BY STATE & RESERVATION - Cont'd.

NEVADA 2 Schools			
Pyramid Lake	1	Duckwater	1

NEW MEXICO 45 Schools			
Acoma	1	Laguna	2
Isleta	1	San Ildefonso	1
Jemez	1	San Juan	1
San Felipe	1	Santa Clara	1
Zia	1	Taos	1
Mescalero	1	Tesuque	1
Jicarilla	1	Navajo	31

NORTH CAROLINA 1 School	
Cherokee	1

NORTH DAKOTA 8 Schools			
Devils Lake	1	Turtle Mtn.	4
Ft. Berthold	3		

SOUTH DAKOTA 20 Schools			
Cheyenne River	5	Lake Traverse	2
Pine Ridge	7	Crow Creek	2
Rosebud	2	Lower Brule	1
Yankton	1		

NORTH/SOUTH DAKOTA 3 Schools	
Standing Rock	3

UTAH 2 Schools	
Navajo	2

WASHINGTON 8 Schools			
Colville	1	Puyallup	1
Quileute	1	Muckleshoot	1
Nisqually	1	Yakima	1
Lummi	2		

WISCONSIN 3 Schools			
Lac Courte Oreilles	1	Oneida	1
Menominee	1		

WYOMING 1 School	
Wind River	1

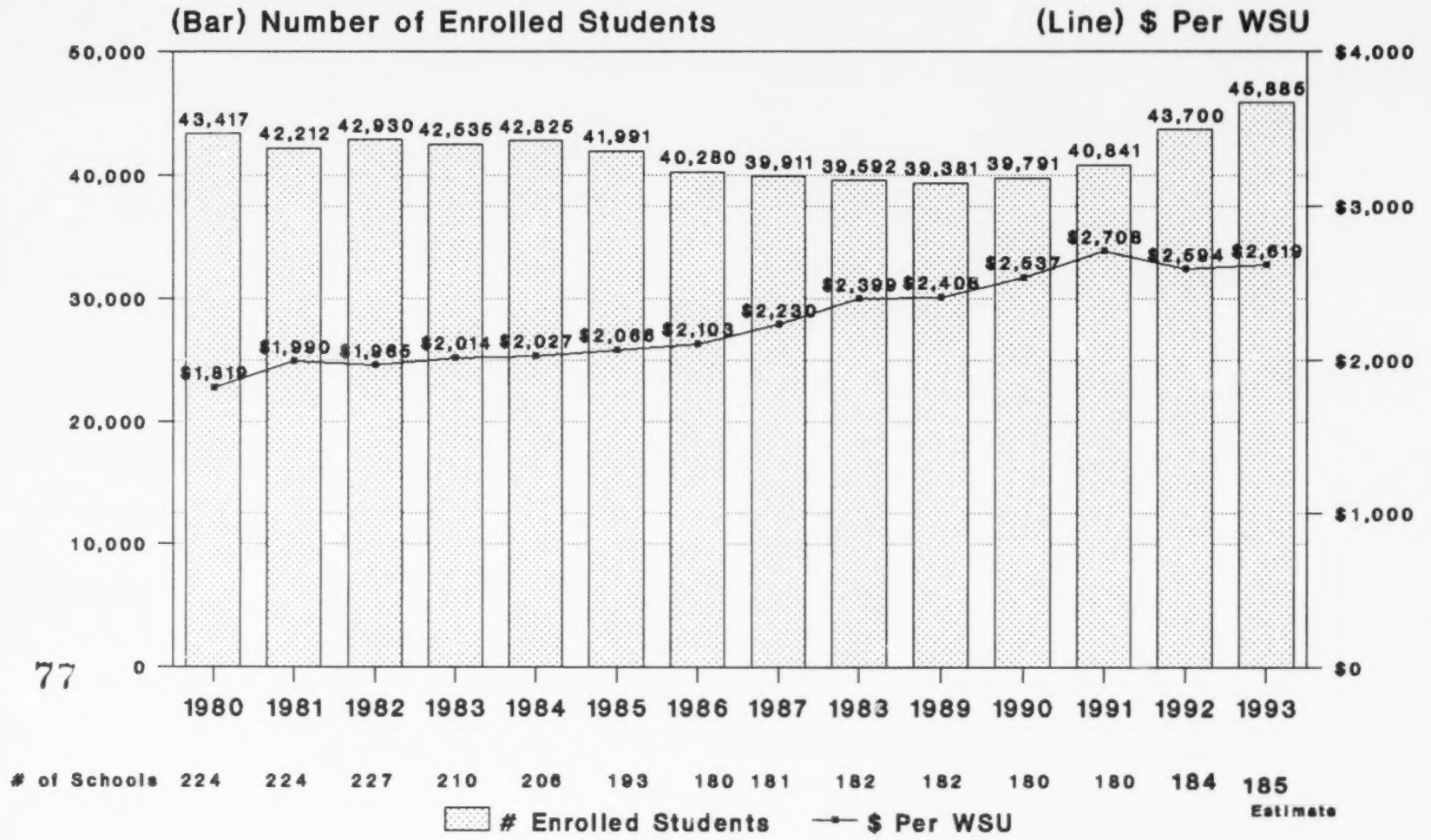
OKLAHOMA 4 Schools			
Chickasaw Tribe	1	Cherokee Nation	1
Creek Nation	1	Choctaw Tribe	1

In addition to the 176 schools listed above, there are 8 schools which are not identified with a specific reservation. The student population served by these schools is intertribal. They are:

Pierre Indian Learning Center	- South Dakota
Theodore Jamerson	- North Dakota
Riverside Indian School	- Oklahoma
Flandreau Indian School	- South Dakota
Wahpeton Indian School	- North Dakota
Sherman Indian School	- California
Santa Fe Indian School	- New Mexico
Chemawa Indian School	- Oregon

TABLE 4

BIA Funded Schools Official Enrollment and $ Per Weighted Student Unit From 1980 through 1993



EXCEPTIONAL EDUCATION PROGRAM

I. PROGRAM PROFILE

Legislation

The Bureau's Office of Indian Education Programs (OIEP) provides special education in accordance with applicable parts of 34 CFR Part 300 and 25 CFR Part 45. Special education and related services are provided to children and youth with disabilities as defined in the Individuals with Disabilities Education Act (IDEA), as amended, P.L. 102-119. Public Law 102-119, provides a 1.25% set-aside of Part B funds to OIEP. One per cent is distributed to Bureau funded schools for the provision of special education and related services to children with disabilities between the ages of five and 22 years of age.

IDEA requires the remaining .25% to be distributed to eligible tribes to assist state educational agencies in the coordination of the provision of special education and related services to children between the ages of three and five years.

The Bureau also receives a 1.25% set-aside under Part H of IDEA which is distributed to eligible tribes to assist states in the coordination and provision of early intervention services to infants and toddlers with disabilities and their families.

Program Description

IDEA requires the Bureau to provide a free appropriate public education to children and youth with disabilities regardless of the severity or nature of their disability. Located within the OIEP, the Branch of Exceptional Education also provides institutionalized services for those children with disabilities who are in need of such services.

The goals of the Branch of Exceptional Education are to:

1. provide quality special education programs which are designed to meet the educational needs of Indian students with disabilities;
2. provide staff development opportunities to strengthen the effectiveness of the principals in the area of special education;
3. conduct annual evaluations of special education programs to determine effectiveness and to identify program strengths and weaknesses;

4. encourage the development and implementation of transition programs between schools, other special education programs and community services;
5. foster Indian Self-Determination by increasing the educational involvement of tribes, tribal departments of education, the community, and parents;
6. promote alliances for Indian education with public schools, BIA-funded schools, and promote school-community interaction;
7. strengthen the leadership role of local school boards by providing training in policies and procedures governing the education of the disabled;
8. develop innovative activities to assist in the preparation, recruitment, and retention of teachers in critical curricular areas to serve in Bureau-funded schools including the development of a systematic recruitment and training process for special education teachers and para-professionals; and
9. provide technical assistance to tribes regarding the development and implementation of programs for young children with disabilities between birth and five years of age.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Special education is defined as specially designed instruction, at no cost to the parent, to meet the unique needs of a child with disabilities, including classroom instruction, physical education, transition, homebound instruction, and instruction in hospitals and institutions. Related services is defined as transportation and such developmental, corrective, and other supportive services as are required to assist a child with disabilities to benefit from special education. Special education and related services are described in each eligible child's Individual Education Plan (IEP) and may include:

- speech and language therapy;
- counseling;
- physical or occupational therapy;
- vocational training;
- rehabilitation counseling;
- school health services;
- school social work services;
- parent counseling and training;
- audiology;
- psychological services;
- recreation;
- early identification and assessment; and
- medical services for diagnostic or evaluation purposes.

Special education and related services must be provided in the least restrictive environment which includes the following:

- the regular classroom with consultation;
- the regular classroom with use of appropriate supplemental aids and services;
- the regular classroom with a resource teacher;
- the regular classroom with an itinerant resource teacher;
- the regular classroom in conjunction with a resource room;
- a self-contained special classroom with part-time instruction in a regular class;
- a self-contained special class (regular campus);
- a self-contained special class in a special day facility;
- homebound instruction; and
- instruction in hospitals and residential facilities.

Distribution of Funds

Funds for school-age special education and related services are provided from two sources. The Indian School Equalization Program (ISEP) provides funds for children with disabilities. The ISEP funds are distributed on the basis of the annual student count. The amount of funds a school receives depends upon that school's count of children with disabilities.

The other source of funds is from the Department of Education. These funds are authorized by Part B of the Individuals with Disabilities Education Act. These funds are provided to schools operated or funded by the OIEP. The Part B funds are distributed through an application process. The Part B funds are provided to supplement the base funds provided by the ISEP. Part B funds must be used to provide direct services to children with disabilities including: personnel, program services, supplies, materials and related services.

The Special Education program received $19,044,568; the Infants and Toddlers program received $1,431,301; and the institutionalized handicapped program received $2,962,200 for FY 1992.

Program Accomplishments

- o Transition training was provided to all Bureau funded schools and Area/Agency Special Education Coordinators.

- o The Branch of Exceptional Education co-sponsored the National Blue Ribbon Campaign for child protection.

- o All schools and Area/Agency Offices completed an evaluation of their special education programs and services.

- The Branch of Exceptional Education sponsored the second National Native American Very Special Arts Festival.

- A teacher retention/recruitment program was developed.

- Technical assistance and training was provided to all eligible tribes, state educational agencies, and state lead agencies regarding the changes of P.L. 102-119 regarding services to children with disabilities between birth and five years of age.

- The Branch of Exceptional Education developed, in conjunction with the Mountain Plains Regional Resource Center, several technical assistance documents (e.g., Monitoring and Program Compliance, Extended School, and Discipline Procedures).

- Staff members presented at several National and State meetings and conferences on a variety of topics (e.g., Council for Exceptional Children).

- The Branch of Exceptional Education is a lifetime member of the National Association of State Directors of Special Education and the Council for Exceptional Children.

- The Branch of Exceptional Education regularly disseminates to both Area/Agency Special Education Coordinators and schools, current information related to the field.

- Staff of the Branch of Exceptional Education participated in the coordinated monitoring of schools.

III. SOURCES OF INFORMATION

Information for this report was provided by the Branch of Exceptional Education and Area/Agency Special Education Coordinators. In addition, information was obtained from program and school evaluations, monitoring reports, child count and ISEP data.

IV. PLANNED STUDIES

As a result of a determination to distribute 95% of the available Part B funds to local educational agencies, no studies or other discretionary activities will be implemented.

V. CONTACTS FOR FURTHER INFORMATION

Goodwin K. Cobb, III, Chief, Branch of Exceptional Education (202) 208-6675 (Voice) and 202-208-2316 (TDD).

Carol L. Zilka, Education Specialist, Branch of Exceptional Education (202) 208-6675 (Voice) and 202-208-2316 (TDD).

VI.TABLES

TABLE 1

Number of Disabled Students and Total BIA School-age Population

Fiscal Year	Number of Disabled* Students	Total K-12 BIA School Population
1982	4,397.5	42,930
1983	4,576.0	42,535
1984	4,964.0	42,825
1985	6,027.0	41,991
1986	5,926.5	40,280
1987	6,205.0	39,911
1988	6,541.0	39,592
1989	6,762.0	39,381
1990	6,601.0	39,791
1991	6,627.0	40,841
1992	7,351.0	43,700

*The total number of students with disabilities includes students who receive speech and language therapy.

CHAPTER 1 PROGRAM

I. PROGRAM PROFILE

Legislation

Title 1 of the Elementary and Secondary Education Act of 1965 as amended by the Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, authorizes the funding of the Chapter 1 program.

Program Description

The Office of Indian Education Programs administers, by memorandum of agreement, the Chapter 1 program through a grant from the U.S. Department of Education. The funds are allocated to Bureau funded schools for programs designed to raise the academic performance of identified Indian children primarily in the academic subjects of Reading, Language Arts, and Mathematics in grades K-12.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Chapter 1 is a supplementary program to a school's regular academic program. Bureau funded schools operate Chapter 1 programs based on an approved application. The schools, once funded, provide special classes and/or instruction to students who are identified as requiring these services because of lower than expected academic performance. Special instruction is provided by certified Chapter 1 teachers sometimes with the help of Chapter 1 teacher assistants or by the regular classroom teacher and a Chapter 1 teacher assistant. This instruction may take place in a special Chapter 1 classroom, in the student's regular classroom, or a combination of both. Computers and computerized instruction are widely used by Chapter 1 staff for student instruction.

During Fiscal Year 1992, schools were asked to continue to emphasize instruction in advanced academic skills in addition to the basic academic skills. Schoolwide projects, in which a school develops a program improvement plan to upgrade the school's entire academic program, continued to be emphasized for schools.

Distribution of Funds

In Fiscal Year 1992, the Bureau received $31,276,152 from the Department of Education. These funds were distributed to the schools based on student count with a small school adjustment going

to schools with enrollments of 200 or less. Schools must complete an application detailing a program plan which is reviewed and approved by the OIEP Chapter 1 Office before funds are allocated.

Program Accomplishments

- In FY 1992, 170 Chapter 1 programs were funded and operated in Bureau schools.
- Sixty-eight (68) schools chose to participate in the School-wide Project.
- Pre-Kindergarten programs served 128 students.
- The number of students served by the Chapter 1 program Bureau-wide during 1992 was 18,777.
- The number of students who received services in each of the following subjects:

  Reading 13,653;
  Language Arts 11,509; and
  Mathematics 12,736.

- OIEP Chapter 1 staff provided technical assistance to all schools through several national and regional workshops.
- OIEP Chapter 1 staff also provided on-site technical assistance and monitoring to 43% or 72 of the Bureau schools.

The Branch of Supplemental Support Services provided training for over 500 Chapter 1 and regular program teachers in four regional sessions. These sessions included instructional strategies and techniques that have proven effective in working with educationally deprived children. The Branch also conducted two National Chapter 1 workshops for Chapter 1 administrators. More than 250 people attended each session. These workshops provided information on effective Chapter 1 programs, procedural updates, and basic information for new Chapter 1 program administrators.

III. SOURCES OF INFORMATION

1. Program files.
2. Annual Performance and Evaluation Reports from the schools.
3. Annual and Performance Evaluation Reports submitted by the BIA to Department of Education.

IV. PLANNED STUDIES

Each school is required to complete an "Annual Performance and Evaluation Report" at the conclusion of their program. The OIEP Chapter 1 staff conduct regular site visits to each school and

review their programs.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Supplemental Support Services: Sharon Lynn, 202-208-6364.

Chapter 1 Education Specialist: Michael Smith, 202-208-6364.

VI. TABLES

TABLE 1

CHAPTER 1 WEIGHTED MEAN NORMAL CURVE EQUIVALENT GAINS BY GRADE LEVEL FROM SPRING 1991 TO SPRING 1992
(167 schools reporting)

	READING		LANGUAGE		MATH	
GRADE	NUMBER STUDENTS	GAINS	NUMBER STUDENTS	GAINS	NUMBER STUDENTS	GAINS
2	1,593	3.4	1,153	3.2	1,183	5.4
3	1,473	4.7	1,169	4.6	1,194	5.1
4	1,237	-0.4	942	3.2	1,130	2.0
5	1,203	-0.4	908	3.6	1,138	3.0
6	1,250	1.3	788	1.9	1,038	4.2
7	966	2.4	700	3.8	896	2.2
8	908	2.6	652	2.5	821	2.7
TOTALS	8,630		6,312		7,400	
WEIGHTED MEAN GAINS		2.0		3.4		3.6
9	991	2.3	1,040	2.7	1,214	1.7
10	636	3.2	690	3.7	636	3.2
11	446	1.8	440	0.9	461	2.1
12	426	2.5	439	1.1	363	2.6
TOTALS	2,499		2,609		2,674	
WEIGHTED MEAN GAINS		2.5		2.2		2.3
GRAND TOTALS	11,129		8,921		10,074	
WEIGHTED MEAN GAINS		2.1		3.1		3.3

Chapter 1 student gains are measured in Normal Curve Equivalents. The Office of Indian Education Programs has set a goal for average growth of 2 NCE's in each of the three subject areas in each school. Figure 1 above shows the average gains of Chapter 1 students with both 1991 and 1992 (Spring to Spring or Fall to Fall) achievement test scores. Children who were exited from the Chapter 1 program prior to the Spring/Fall 1992 achievement testing and/or children with no Spring/Fall 1991 achievement test results are not included in the above Table.

TABLE 2

CHAPTER 1 WEIGHTED MEAN NORMAL CURVE EQUIVALENT GAINS IN ADVANCED SKILLS BY GRADE LEVEL FROM SPRING 1991 TO SPRING 1992

	ADV.READING		ADV.MATH	
GRADE	NUMBER STUDENTS	GAINS	NUMBER STUDENTS	GAINS
2	1,642	2.1	1,214	2.6
3	1,541	5.9	1,220	3.5
4	1,276	0.0	1,176	1.8
5	1,275	0.3	1,183	1.2
6	1,264	3.0	1,075	4.0
7	1,024	3.2	880	2.0
8	940	2.3	918	2.6
TOTALS	8,962		7,666	
AVERAGE WEIGHTED GAINS		2.5		2.5
9	1,107	2.7	1,215	2.9
10	687	2.6	722	3.6
11	521	3.1	461	3.6
12	475	3.3	370	3.3
TOTALS	2,790		2,768	
AVERAGE WEIGHTED GAINS		2.9		3.3
GRAND TOTALS	11,752		10,434	
AVERAGE WEIGHTED GAINS		2.5		2.7

The advanced skills Mean NCE gains in Table 2 represent the student scores from the Comprehension portion of the Reading subtest and the Concepts and Application portion of the Math subtest.

Note: Differences in the numbers of students between Table 1 and Table 2 reflect the fact that some of the schools did not report their advanced skills results; some schools provided Whole Language Instruction in which only Advanced Skills subtests are adequate measures of the instructional protocol, and/or individual assessments may not have been completed.

TABLE 3

CHAPTER 1 STUDENTS SERVED BY GRADE LEVEL IN FY 1992
(167 schools reporting)

GRADE	STUDENTS
PRE-K	128
K	1,380
1	1,889
2	2,039
3	1,874
4	1,646
5	1,603
6	1,553
7	1,354
8	1,231
9	1,710
10	1,038
11	698
12	634
TOTAL	*18,777

* Two schools had not reported data at the time this report was finalized; thus, their student counts are not included.

HIGHER EDUCATION GRANT PROGRAM

I. PROGRAM PROFILE

Legislation

Regulations governing the operation of the Higher Education Grant Program are contained in 25 CFR 40; 34 CFR 674.15 and 675.15. The program is authorized by the Snyder Act of 1921, P.L. 67-85 (25 USC 13, 42 Stat. 208).

Contracting authority is contained in the Indian Self-Determination Act, P.L. 93-638, as amended by the Indian Self-Determination and Education Assistance Amendments of 1988, P.L. 100-472.

Program Description

The Higher Education Grant Program provides financial assistance to eligible American Indian and Alaska Native students to attend accredited post secondary institutions which will enable them to:

- Meet their educational goals;
- Develop leadership abilities;
- Increase their employment opportunities in professional fields; and
- Contribute to the economic and social goals of tribes.

The program provides grants to members of federally recognized tribes or who meet other acceptable criteria for funding and who are admitted for enrollment in an accredited college or university.

A Certificate of Degree of Indian Blood or other proof of Indian blood quantum, certified by a tribal enrollment office or the Bureau of Indian Affairs, must be a part of the student's application. Financial aid is determined by the institution's Financial Aid Officer. Area/Agency staff provide supervision for this program.

The Grant Program has a designated Bureau Contracting Officer Representative (COR) who is responsible for oversight activities, program evaluation and annual reports which include expenditures and accountability.

Table 1 shows appropriations, number of students assisted, the average grant size and number of graduates from Fiscal Year 1980 through 1993. Appropriations as well as the number of students assisted have remained about the same over the period except in 1987, when appropriations reached a level of $31,168,000 and in 1989 when students served reached 17,800.

Specifically, the number of students assisted has fluctuated through the years, with highs of 17,800 students to a low of 13,704 students. The average student grant size has remained nearly constant from 1980, averaging $1,566 per student, to an average of $1,680 in 1991. The Bureau's contribution through the institution's determination of student need has been approximately about twenty-five percent.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services & Activities

The majority of services under the Higher Education Program are contracted to tribes and tribal organizations serving eligible Indian and Alaska Native students attending eligible institutions.

The Bureau's grant award, supplemented with any other student assistance package, cannot exceed the institution's determination of student need (34 CFR 674.15 & 676.15).

The Bureau's grant award is supplemented by other college based awards such as Pell Grants, Supplementary College Work Study, Education Opportunity Grants, Stafford Loans, Perkins, Social Security, Tribal Awards, Vocational Rehabilitation, tuition waivers and parent and student contributions.

Distribution of Funds

The funding level for the Higher Education scholarship program is determined at the tribal level in the budget planning process. Priorities for funding are established by tribes and agencies through the Indian Priority System (IPS).

The Higher Education total program funding for Fiscal Year 1992 was $29,897,485. Tribal contract costs in administering these funds were approximately 15.25%. The average student grant award was $2,180.

Program Accomplishments

The program is contracted to approximately one hundred tribes and/or tribal organizations. The scholarship program provided funding to approximately 14,200 students. The students were enrolled in colleges and universities nationwide in a wide range of academic courses. Approximately 1,400 of the students assisted by the scholarship program received their Associate or Baccalaureate degrees in 1990. In 1992, 2,080 graduated (increased from 1,225 graduates in FY 1991).

In FY 1992, the Branch of Post Secondary Education conducted its first Post Secondary Education Conference designed to address concerns with tribal education program contractors.

The staff also attends major national Indian organization meetings and provides technical assistance to tribes and tribal organizations as well as Bureau education staff.

III. SOURCES OF INFORMATION

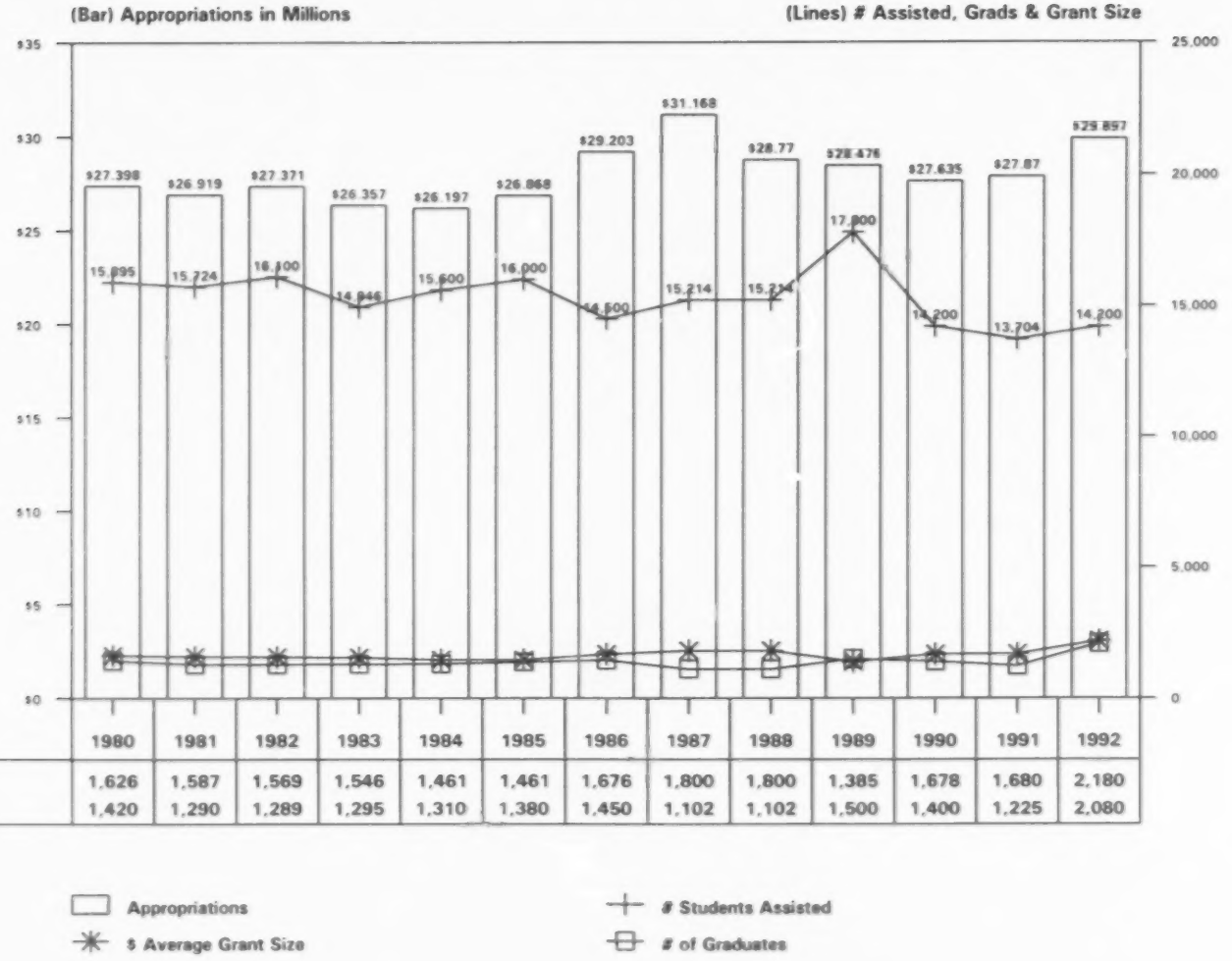
1. Program files.
2. Annual reports from Area/Agency Contracting Officer's and their designated representatives.

IV. CONTACTS FOR FURTHER INFORMATION

1. Chief, Branch of Post Secondary Education: Reginald Rodriquez, 202-208-4871.

TABLE 1

Higher Education Grant Program
Appropriations, Number Assisted, Average Grant Size & Number of Graduates



	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
$ Average Grant Size	1,626	1,587	1,569	1,546	1,461	1,461	1,676	1,800	1,800	1,385	1,678	1,680	2,180
# of Graduates	1,420	1,290	1,289	1,295	1,310	1,380	1,450	1,102	1,102	1,500	1,400	1,225	2,080

ADULT EDUCATION PROGRAM

I. PROGRAM PROFILE

Legislation

The Adult Education Program is operated under the authority of the Snyder Act of 1921, 25 USC 13.

The contracting authority is contained within P.L. 93-638, Indian Self-Determination Act and P.L. 100-472, Indian Self-Determination & Education Assistance Amendments.

Regulations governing the operation of the program are contained within 25 CFR Part 46, Adult Education Program, and in the Bureau of Indian Affairs Manual (62 BIAM).

Program Description

The Adult Education Program purpose is to provide educational opportunities and learning experiences to enable American Indian and Alaska Native adults to complete high school graduation requirements, acquire basic literacy skills and knowledge to improve their functioning as individuals and as members of the community.

The education programs may also encompass special programs for the elderly. Program staff members conduct needs assessment surveys, recruit participants, teach some of the courses, provide guidance and counseling with regard to educational, career, and employment opportunities, as well as coordinate the adult education program with other existing federal and non-federal programs.

II. FISCAL YEAR 1992 PROGRAM INFORMATION & RESULTS

Program Services and Activities

The Adult Education Program provides financial assistance to Bureau and Tribally operated Adult Education programs.

Course Offerings include:

- Adult Basic Education;
- Preparation for the General Education Development (GED) test;

- o Life coping skills to include budgeting, employment applications, drivers training and consumer awareness;
- o Instructional information services from federal, state and tribal programs;
- o Continuing education courses;
- o Classes to develop occupational and employable skills; and
- o Community education classes.

The Adult Education program evaluation, monitoring, financial accountability and oversight is provided by the Area/Agency Contracting Officer Representative.

Distribution of Funds

The funding level for the Adult Education Program is determined at the tribal level in the budget planning process. Priorities for funding are established by tribes and agencies through the Indian Priority System (IPS).

In FY 1992 the Adult Education program was funded at $3,478,519. These funds were distributed to eighty-eight (88) adult education programs nationwide.

Table 1 shows appropriations and numbers of adults served from 1980 through an estimated 1994. Ranging from an appropriation of $5,150,000 in 1980, to $3,478,610 in Fiscal Year 1992 the appropriations have generally remained static since 1985.

Program Accomplishments

The Program provides funding to thirteen Bureau operated programs and approximately seventy-five tribally operated programs enrolling approximately 12,695 eligible adults.

Approximately 44% of the programs focused on GED development experiencing a 93% completion rate. An increasing number of former adult education students are continuing their education the Tribal Community Colleges and four year institutions.

III. SOURCES OF INFORMATION

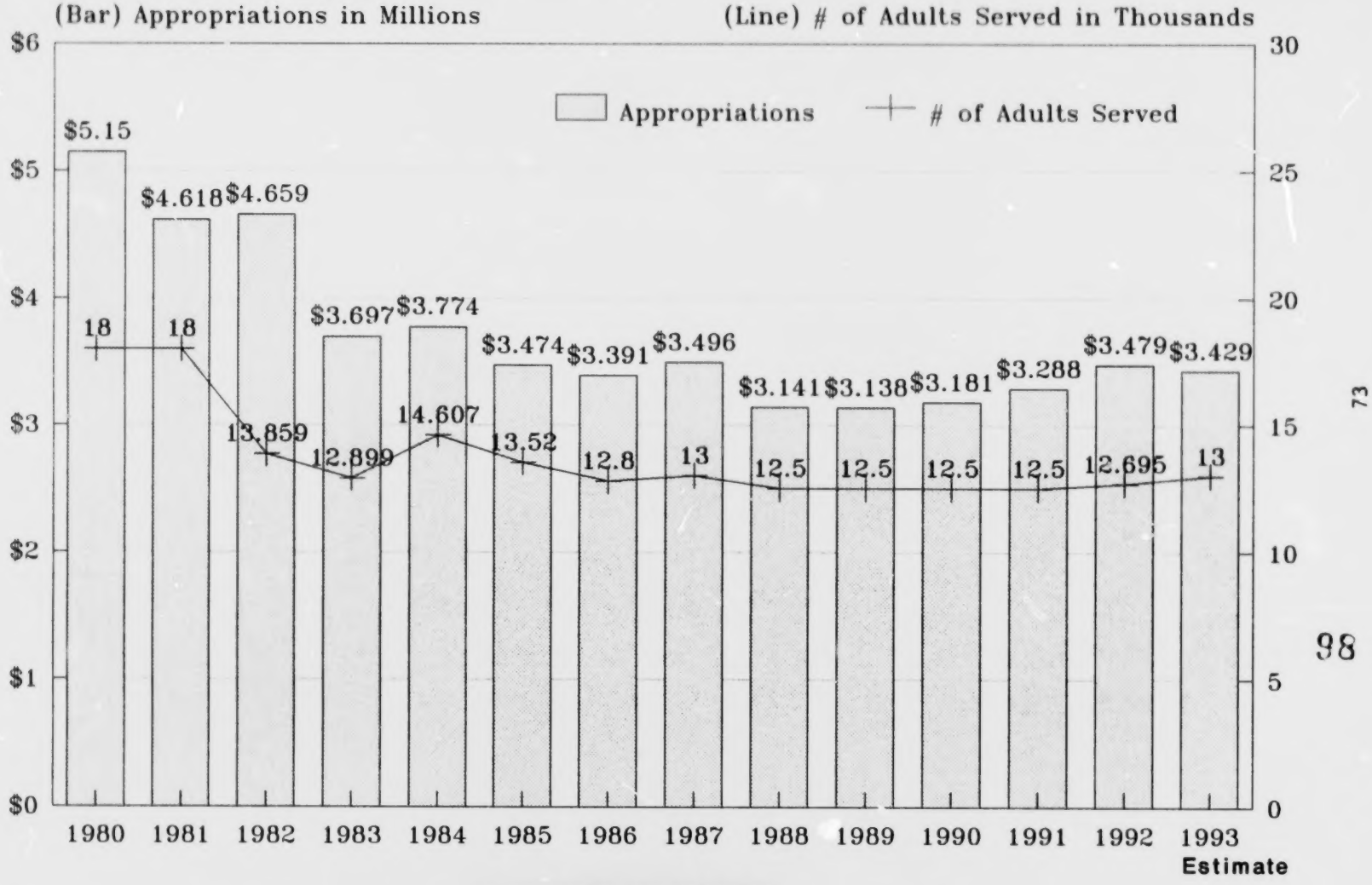
1. Program Files.
2. Annual reports from Area/Agency Contracting Officer's and their designated representatives.

IV. CONTACTS FOR FURTHER INFORMATION

1. Chief, Branch of Post Secondary Education: Reginald Rodriquez 202-208-4871.

TABLE 1

Adult Education Program Appropriations and Number of Adults Served from 1980 Through 1993



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SPECIAL HIGHER EDUCATION GRANT PROGRAM

I. PROGRAM PROFILE

Legislation

The program is authorized by the Snyder Act of 1921, 25 USC 13. Funds are appropriated by Congress each year as a line item in the Bureau's budget. The program is contracted under authority of the Buy Indian Act. Contracting authority is also contained in the Indian Self-Determination Act, P.L. 93-638, as amended by the Indian Self-Determination and Education Assistance Amendments of 1988, P.L. 100-472.

Program Description

The Special Higher Education program (SHEP), provides financial assistance to American Indian and Alaska Native students attending accredited colleges and universities for graduate level study. There is special priority given students pursuing the professions of business, education, engineering, health, law and natural resources.

To qualify for assistance under the current program, an applicant must meet all the basic requirements of the general scholarship program, have earned an undergraduate degree, and be officially admitted to a masters or doctoral degree programs. Pre-law students are also assisted by this program through a summer pre-law institute.

Table 2 shows the amount of funds appropriated, the number of academic year awards and summer school awards (summer school awards data are available from 1986) since FY 1980. From FY 1987 through 1991, appropriations have increased from $1,750,000 to $2,348,000.

From a high of 401 academic year awards made in FY 1980, the number gradually dropped to 243 in FY 1987 and has increased since to 348 awards in FY 1991 and 426 academic year awards in FY 1992. Summer school awards, during this period, reached a high of 90 students in FY 1988 to lows of 57 awards during FY 1986 and 1990. Summer awards in FY 1992 totaled 71.

The increases and decreases in the number of awards made over the years may be explained by a number of factors: the amount of money appropriated to the program in a given year; the steady rise in the cost of tuition and cost of living; the particular colleges and universities attended by funded students during any one year (tuition varies widely), and the amount of other funds available to the students in a given year.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The program provides funds to meet the needs of graduate students. A student's need is determined by the institution's financial aid office and the contractor.

Students receiving these grants are required to apply for all available financial aid offered to students at the graduate level. The applicant's budget is submitted by the college financial aid officer to the Special Higher Education Program (SHEP) with "unmet need" recommendations.

The maximum grant for the 1992-93 academic year was $8,000 (decreased from $10,000 in FY 1991); however, no individual grant may exceed the calculated "unmet need" recommendation submitted by the college financial aid office. If the "unmet need" exceeds the maximum grant, the student must then apply for additional loans.

Distribution of Funds

The total program funding for FY 1992 was $2,417,155, which represents an increase from $2,347,634 in FY 1991. The funding is determined by a Congressional appropriation to the BIA budget, with all of the funds being distributed to the contractors.

Program Accomplishments

The American Indian Graduate Center in Albuquerque, New Mexico, received 826 applications for the 1991-92 academic year and awarded 426 students (increased from 348 awards made in FY 1991).

The actual number of academic year and summer school awards for SHEP's six priority areas of study were as follows: Business: 34 awards; Education: 77 awards; Engineering: 5 awards; Health: 153 awards; Law: 171 awards; Natural Resources: 1 award; and other fields 54 awards. This is a total of 497 awards in the six priority areas and other fields.

The 54 awards in the "other fields" were in the non-priority areas such as fine arts, anthropology, religious studies and other humanities and social science fields.

There were 203 awardees pursuing master's degrees (41%); 282 pursuing doctoral degrees (57%); and 12 working on graduate-level certificates (2%). Funding of students pursuing certificates will cease after the 1991-92 academic year.

III. SOURCES OF INFORMATION

1. Program files.
2. Quarterly and Annual Reports from the COR/Contractors.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Post Secondary Education: Reginald Rodriquez, (202) 208-4871.

V. TABLES

TABLE 1

FY 1992 NUMBER OF APPLICATIONS AND AWARDS FOR SPECIAL HIGHER EDUCATION PROGRAM GRANTS

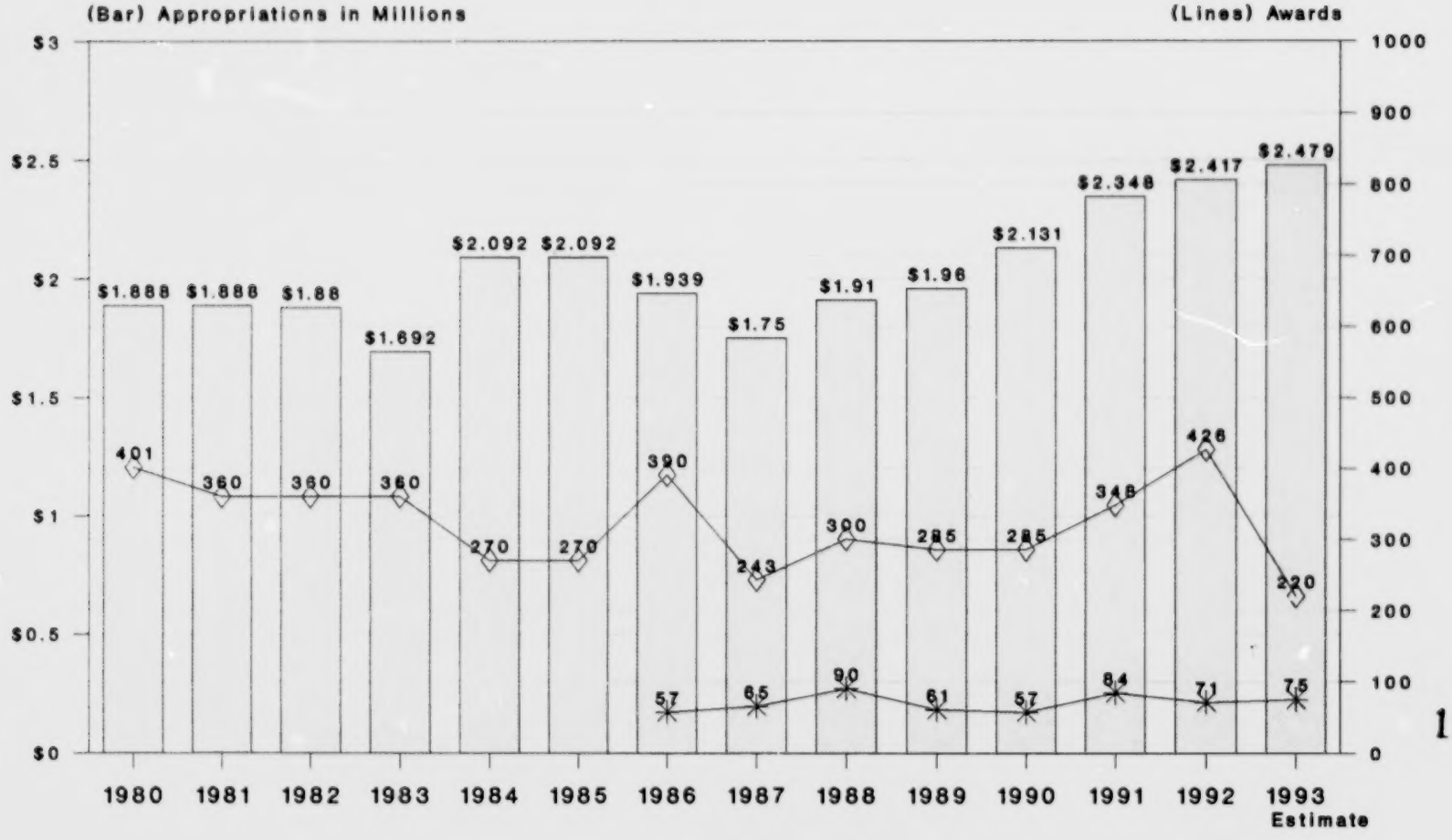
	Academic Year 1990-91 Actual		Summer School 1991 Actual		Academic Year & Summer School 1991-92 Actual	
	Applic.	Awards	Applic.	Awards	Applic.	Awards
Business	46	24	11	4	73	34
Education	144	69	32	18	141	77
Engineering	22	0	--	--	12	5
Health	148	100	40	32	248	153
Law	172	114	43	27	218	171
Natural Resources	10	0	--	--	11	1
Other Fields	70	41	11	3	114	56
Unknown**					9	0
TOTALS	612	348*	137	84	826	497

* The Budget Justification Document erroneously lists this total as 356 students.

** These nine applicants were either undergraduate students or had incomplete files which did not designate their field or degree.

TABLE 2

Special Higher Education Program Appropriations and Academic Year & Summer School Awards



NOTE: Awards are made to students officially admitted to a graduate school on an unmet needs basis. There are no summer school award figures earlier than 1986.

AMERICAN INDIAN PRE-LAW INSTITUTE

I. PROGRAM PROFILE

Legislation

The program is authorized by the Snyder Act of 1921, 25 USC 13. Funds are appropriated each year by the Congress as a line item in the Bureau's budget for the Special Higher Education Scholarships program. The contract and grant is administered under a Buy-Indian grant. Contracting authority is also contained in the Indian Self-Determination Act, P.L. 93-638 as amended by the Indian Self-Determination and Education Assistance Amendments of 1988, P.L. 100-472.

Program Description

The American Indian Pre-Law Summer Institute is a grant program that provides graduate funding for American Indian and Alaska Native students who have applied to Law Schools affiliated with accredited colleges and universities. The primary purpose of the Summer Institute is to prepare students for their first year of law school. The students are given an intensive eight-week orientation session in law school subjects, Indian Law and the first year law school curriculum. The guidelines governing the operation of the American Indian Pre-Law Summer Institute are contained in a contract between the American Indian Law Center, Inc. and the Bureau. This program has been in existence since the summer of 1967.

The contracted graduate grant program has a designated BIA contracting officer's representative who is responsible for oversight activities, program evaluation, quarterly and annual reports which include expenditures and accountability.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The program is located on the campus of the University of New Mexico and administered by the American Indian Law Center.

The Institute provides tuition, books, stipends and transportation costs for students selected from eligible applicants. Students are selected on the basis of their Law School Admissions Test (LSAT) scores and undergraduate Grade Point Average (GPA), and other factors such as evaluations and a sample of their written communication ability.

The program evaluation, monitoring, financial accountability and oversight is provided by the BIA Central Office in Washington, D.C.

Distribution of Funds

The Congress appropriates funds, as part of the Special Higher Education Scholarships program, for the American Indian Law Center to conduct the summer program. The distribution of funds is made to the contractor by the Bureau.

Program funding for the Pre-Law Summer Institute for FY 1992 was $158,000 which represents a portion of the $2,417,155 designated for the Bureau's Special Higher Education Scholarship Grant Program which is contracted to the American Indian Graduate Center.

Grants to 29 students ranged from $1,300 to $1,900 and was based on the number of dependents claimed by the student/applicant, living costs and transportation. The contractor paid for the tuition and books.

Program Accomplishments

The program provided services to 29 students in FY 1992. Of the 29 students, eight (8) had not been admitted to a law school at the end of the program. The faculty made a determination that all of the students were capable of doing law school work based on their performance at the Institute, and all were successfully placed. The students will attend 14 different law schools nationwide during the coming academic year.

Many of these students were also provided funding by the American Indian Graduate Center (which contracts the Bureau's Special Higher Education Scholarship Grant Program) to enable them to attend law school.

The following is a list of Law Schools that the participants were admitted to: American University; University of Arizona; University of California/Berkeley; Arizona State University; University of Iowa; University of New Mexico; University of Washington; University of Wisconsin; UCLA; University of Minnesota; Cornell University; Stanford University; Washington University (St. Louis); John F. Kennedy School of Law and Washburn University.

The summer Pre-Law Institute received over 59 applications in 1992. Funding limitations, however, limited the enrollment to 29 full time students. All of the students completed their course work and were subsequently accepted into law programs nationwide.

III. SOURCES OF INFORMATION

1. Program files.
2. Quarterly and annual reports from the COR/Contractor.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Post-Secondary Education: Reginald Rodriquez, (202) 208-4871.

HASKELL INDIAN JUNIOR COLLEGE

I. PROGRAM PROFILE

Legislation

The Snyder Act (P.L. 67-85), 25 USC 13, authorizes funding for Haskell Indian Junior College.

Program Description

Established in 1884 to partially fulfill treaty and trust obligations, Haskell has evolved into a nationally recognized intertribal institution of higher education. The cultural and educational opportunities available at Haskell are a treasured legacy left to American Indian and Alaska Native young people by their elders.

Haskell's mission is to provide high quality education that prepares students to meet the challenges of the changing world and to succeed in multicultural settings, to provide programs that are responsive to the diversity of the student body yet dedicated to the total development of each individual, and to provide programs that support the study and appreciation of American Indian and Alaska Native cultural values.

During 1989, Haskell began a comprehensive long-range planning effort which culminated in an outline of 21 goals in a document entitled **Vision 2000.** During the spring of 1992, the Director of the Office of Indian Education Programs concurred with the planning process and the Board of Regents adopted this plan officially. The goals include increasing enrollment to 2,000 students by the year 2000 and the implementation of baccalaureate degrees beginning with teacher education. Haskell is moving towards these goals through the offering of an elementary education program beginning in the fall of 1993 and through the planned construction of a new residential hall in 1994.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Students at Haskell are assisted in the selection of a program which will prepare them to transfer to a baccalaureate degree granting institution or to enter directly into the workplace.

Haskell has continued to integrate Native American culture into all of its curricula. This focus of the curricula, in addition to its intertribal constituency, makes Haskell unique and provides exciting challenges in moving Haskell into the 21st century.

Instruction: The Division of Instruction is responsible for planning, coordinating and controlling all academic/technical programs and activities associated with the instructional process. This division is also responsible for assuring that all programs offered and those being developed meet accreditation requirements.

Students are enrolled in over 340 different classes in various programs including an Associate of Arts, and Associate of Science and a two year terminal Associate of Applied Science degree in either Business or Maintenance Repair. Haskell also offers extension classes in the Lawrence community and on two of the four Kansas residential Indian reservation areas.

Student Services: This office oversees the operations of the Counseling Center, Admissions & Records, Financial Aid, Residential Halls, Food Services and Student Activities.

Facilities: This office is responsible for providing a comfortable and safe environment for the students and employees of Haskell. A program of continuous monitoring of repairs; i.e., structural, mechanical, electrical ad safety aspects, is coordinated by the Facility Manager with the Office of Construction Management and the Facilities Management Construction Center (OCM/FMCC) offices for funding for various projects.

Distribution of Funds

FY 1992 Funding: $9,408,716 which includes Facilities Management funds.

Formula:
Instruction/Administration 71.6%
Facilities Management 25.2%
Summer School 3.2%

DEPARTMENTS	ALLOTMENTS	PERSONNEL	TRAVEL	CONTRACTS	UTILITIES	SUPPLIES*
President	$ 364,764	256,187	45,968	20,607	0	42,002
Admin.	936,684	564,831	22,968	179,141	63,413	106,331
Instruction	3,065,587	2,762,073	43,530	32,923	0	226,961
Student Services	2,668,265	2,228,036	31,730	29,779	2,840	375,880
Facility Management	2,373,516	1,384,366	22,099	65,415	517,305	384,331
TOTALS	$9,408,716	7,195,493	166,295	327,865	583,558	1,135,505

* Supplies, materials, equipment, food, printing and transportation of objects.

Program Accomplishments

Vision 2000 goals have been the guiding force behind all activities and areas of improvement for the entire campus. In April of 1992, the director of the Office of Indian Education Program concurred with the direction that Haskell was taking by approving the long-range goals and objectives outlined in Vision 2000. The following ten goals were identified in August of 1991 by the Administrative Council as priorities for the 1991-92 school year (FY92).

Goal: Move toward baccalaureate degrees beginning with elementary and secondary education.

During FY 1992, the Teacher Education Committee began to develop the elementary program. Course descriptions and faculty positions were developed. The Director of the Office of Indian Education Programs approved the organizational chart which added six faculty positions, one administrative chair and clerical support for this department. The Board of Regents began to develop budget requests to support this department.

Goal: Develop a Facilities Master Plan based on Vision 2000: The Master Plan.

A Facilities Master Plan was developed in cooperation with the Office of Construction Management and Facilities Management Construction Center. Upon completion, the plan was presented to key personnel in the Bureau of Indian Affairs, OCM and FMCC. Copies of the Facilities Master Plan have been distributed to supervisors on campus.

Goal: Establish programs dedicated to the total development of the individual through appreciation, support and preservation of the American Indian/Alaska Native cultural values.

During the Quincentennial Year (1992), a committee was appointed to develop and promote more cultural activities on campus, particularly in reference to the Quincentennial. The philosophy of the College was that, in recognizing the importance of Native American culture and language in contemporary society, Haskell can educate the general public. Events were held consistently throughout the year which focused attention on Native American contributions to agriculture, pharmacology, language, art, music, government and religion.

Goal: Implement a comprehensive retention effort including improvement of programs in recruitment, residential hall living, student activities, academic advising and counseling.

The President appointed a special task force to address the issue of substance abuse on campus. The Task Force consisted of staff, faculty, students, representatives from the Public Health Services and from the Lawrence community. In February of 1992, Zero Tolerance, a policy on substance abuse, was adopted and implemented on the Haskell campus. The policy states that "students with a valid first violation must have a substance abuse assessment. Subsequent violations will result in loss of residence hall room, or exclusion from campus, or a referral to Student Court for suspension."

Goal: Streamline, restructure, and strengthen the curriculum for college transferability.

During the fall, representatives from Haskell and the University of Kansas were appointed by Administration at both institutions to serve on the KU/Haskell Inter-Institutional Task Force. The Task Force was developed to formalize and strengthen the relationship between the two institutions. In April of 1992, a Memorandum of Understanding between the two institutions was signed which outlined the responsibilities that each institution had in assisting students to succeed in their academic pursuits and in potential Haskell students successfully matriculating to the University of Kansas.

Goal: Increase availability and use of resources for maintaining and improving quality programs at Haskell.

During the summer, a development office was established and a development specialist position was filled. Proposal writing for funding sources outside the Department of Interior has been encourage and has increased. All of the development efforts are tied to the goals and objectives outlined in Vision 2000. In addition, budgetary implications have been outlined in this document as well which will assist in the budget development for federal baseline funding as well as for increased development efforts.

Goal: Develop a comprehensive program to enhance employee satisfaction.

The Haskell administration is committed to implementing Total Quality Management (TQM) throughout the campus. Initial training in TQM has been offered by Xerox Corporation and through the Department of Interior's Learning Center. A plan of action regarding its implementation has been developed and further training is planned for the next year.

Goal: Modernize Haskell's computer environment.

Haskell upgraded the computer environment on campus. There have been a significant increase in the number of personal computers for both faculty, staff and students use. In addition, the position of Director of the Computer Center was added and filled. The Director is assisting the College in developing the transition of the mainframe capabilities from the outmoded Digital DEC system to the recently donated IBM 4381. The Director has also been instrumental in obtaining donated equipment from IBM and has developed extensive use of federal excess-computer equipment.

Goal: Develop a consistent, integrated assessment program of all programs.

A model for program evaluation has been developed and has been successfully reviewed by North Central Association, an accrediting association. The implementation of program evaluation has begun at the faculty level and has been integrated into performance appraisals of faculty and staff. This program successfully integrates the components of long-range planning, program evaluation and the documentation for accreditation into one planning process.

Goal: Improve communication and dissemination of information for staff and students.

This issue continues to receive much attention from staff seeking alternative solutions and innovative ways to communicate both on- and off-campus. The primary vehicle for employee communication is a newsletter which is distributed at least monthly and most often bimonthly. New recruiting materials were formulated for not only prospective students but for anyone interested in information about Haskell. Members of the Haskell staff have worked extensively to improve the image of Haskell within the Lawrence community.

Directional signs to Haskell have been installed throughout the city and on incoming interstates. Haskell faculty and staff have become more involved in various civic committees and volunteer groups. In January of 1992, the Friends of Haskell was organized. This organization was developed to formalize the community support for Haskell. The Friends of Haskell will distribute a newsletter and will have meetings focusing on various volunteer projects in which community members can participate. One major project which will be under the direction of the Friends of Haskell will be the Hiawatha Welcome Center. This Center officially opened in April 1992 with a pictorial exhibit of Haskell's history and gives a permanent home to the American Indian Athletic Hall of Fame.

Haskell staff have participated in a number of national and regional workshops and conferences which has heightened people's awareness of the College. For example, over 20 faculty and staff members attended the National Indian Education Association (NIEA) Annual Conference and most presented papers or workshops. Haskell and the State of Kansas were well represented at the White House Conference on Indian Education. Two staff members served as official delegates and the President of the College served as an appointee to the advisory board which coordinated this event. During this Conference all delegates were actively involved in topic area work sessions in which states and regional recommendations were developed into resolutions and actions for delegate adoption.

In addition to improving communication with faculty, staff, students and members of the Lawrence and national community, the administration is committed to improving communication with members of the Haskell alumni. Distributed throughout the nation, the Haskell National Alumni Association boasts over 8500 members. During the spring of 1992, the Alumni Association dedicated their most recent donation to the Haskell campus -- the main entrance sign.

Enrollment Data

	FALL 1991	SPRING 1992	SUMMER 1992
Total Enrollment	898	795	251
Number of Graduates	50	125	

Enrollments continue to climb each year.

The average age of the Haskell student is 23 years old. On campus residency is over 80% Between 134 and 140 tribes from more than 36 states are represented each semester.

Haskell graduates more than 125 students each year. Although an increase in graduation rates is a goal of **Vision 2000**, many students do not attend Haskell with this end result in mind. As with most junior colleges, students often enroll for one or two semesters in order to take the classes necessary to achieve their academic goal of successfully matriculating to a baccalaureate degree granting institution.

Cooperative Education Program

Cooperative education is a planned, progressive and career-related student employment program. It applies classroom theory to "real world" work experiences, provides opportunities to work with the latest technologies in a particular field, and the opportunity for students to explore options before choosing a career.

Students are selected based on academic standing ("B" or better in major field of study) and for their plans to continue their education at a four year institution. Once placed, students may work part-time or full-time on an alternating basis, parallel, or a combination of both. The alternating arrangement allows the student to work full time in the summer and attend school full time during the school year. Examples of recent placements include the following:

- The Environmental Protection Agency in Kansas City, Missouri;
- The U.S. Forest Service; and
- The U.S. Department of Agriculture.

Over 14 new cooperative education students were recruited and processed into positions during fiscal year 1991. This is in addition to the over 20 continuing cooperative positions filled last year.

Student Services

The Code of Student Rights and Responsibilities was revised. The current hearing system was restructured to involve a two-pronged approach - an intervention program and a student court.

III. SOURCES OF INFORMATION

Report to the Haskell Board of Regents.
Vision 2000.

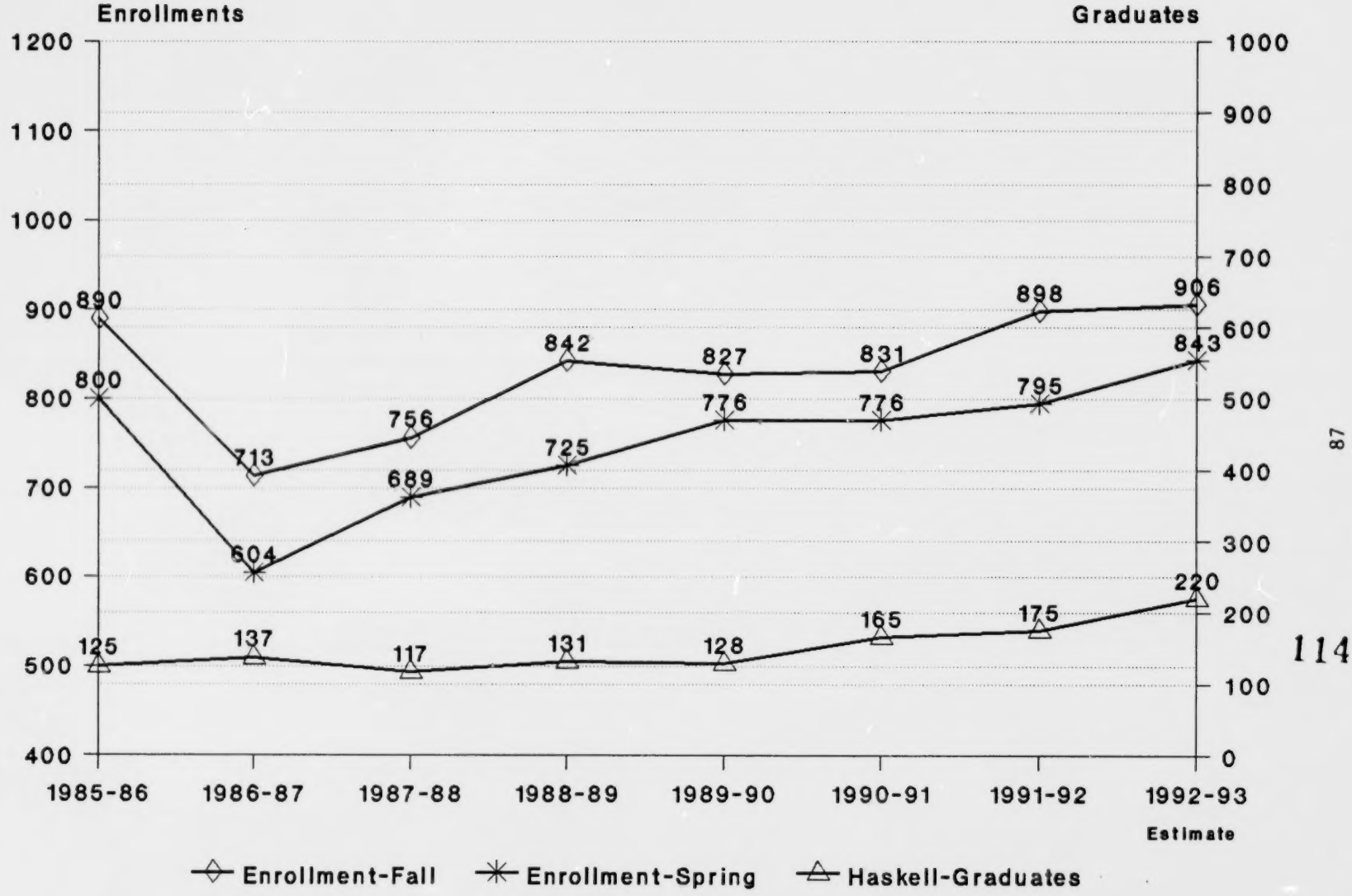
IV. CONTACTS FOR FURTHER INFORMATION

President of Haskell Indian Junior College: Bob Martin, (913) 749-8404.

Administrative Office: Bobby Glass, (913) 749-8450.

TABLE 1

Haskell Enrollments & Graduates



SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

I. PROGRAM PROFILE

Legislation

The Snyder Act (P.L. 67-85), 25 USC 13, authorizes funding for Southwestern Indian Polytechnic Institute.

Program Description

The Southwestern Indian Polytechnic Institute (SIPI), is a fully accredited, post secondary vocational training institute established for the purpose of providing basic and advanced technical and paraprofessional training at the associate degree and certificate levels for American Indians and Alaska Natives.

Table 1 shows the Fall and Spring enrollments (summer enrollments are not shown) and the number of graduates from school years 1985-86 to 1992-93. School year 1985-86 shows the greatest enrollments for Fall (479) and Spring (596) and 1988-89 show the smallest enrollments of 422 students (Fall) and 432 students (Spring).

The Fall 1991-1992 enrollment was 535 (including 30 students participating within the Counselor Training Program); Spring enrollment was 499, with a summer enrollment of 311 (including 75 students attending the Upward Bound Camp). Note that Spring enrollment reflects some duplication of the enrollment number as many of the students continue from Fall to Spring.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

During FY 1992 (academic year 1991-92), the Institute offered certificate, degree and basic skills preparation programs in:

Business: Bookkeeping, Accounting, Data Processing, Marketing, Entrepreneurship, Office Occupations;

Technologies: Electronics Technology, Drafting, Surveying, Natural Resource Management, Culinary Arts, Graphic Arts, Optical Technology.

Academic Preparation: GED Preparation & Testing, ABE Preparation & Testing, General Education College Preparation, Testing and

Academic Counseling, *Department of Education TRIO Programs of Upward Bound, Math/Science and Talent Search, *Department of Education Literacy Corps, and the Department of Labor Job Training

Partnership Act (JTPA).

* Note: When fully implemented, these high school and community based Department of Education TRIO and Literacy Corps Programs will assist over 900 local and rural Indian students (in addition to SIPI's traditional clientele).

The U.S. Department of Education (DOE) has funded these Student Enrichment and Developmental Studies through a combined Academic Year 1991-1992 grant allocation of $634,628.00 as follows:

Literacy Corps	$ 46,608
Upward Bound	198,870
Math/Science Special Initiative	180,906
Talent Search	208,244
TOTAL Academic Year 91-92 DOE Allocation	$ 634,628

Distribution of Funds

Fiscal Year 1992 BIA/OIEP Allocations:

Facilities Management	$1,245,455.00
Education Programs	3,871,000.00
Total Allocation	$5,116,455.00

Total (Composite) Funding Distribution Per Individual SIPI Cost Areas:

Cost Area	Composite Totals
Office of the President	$107,105
Administration	290,360
Admissions & Records	285,047
Research & Development	349,048
Division of Instruction	36,223
Business Education	409,948
General Studies	411,395
Occupational Technology	374,193
Vocational Technology	288,700
Student Services	842,969
Library/Media	150,965
Food Service	303,832
Board of Regents	13,470
Staff Training	7,745
Facilities Management	$1,245,455
Total	$5,116,455

Program Accomplishments

1. Department of Business Education

The Computer Center project was completed in September 1992. This project was completed with the assistance of personnel from the National Technical Service Center, Albuquerque, New Mexico. This included moving all computer hardware/software to the Business Education Building and consolidating all computer courses and programs offered under one program. The Computer Science Program was developed and proposed course of studies including Certificate Programs in Computer Science, Associate of Applied Science (A.A.S.) Degree in Computer Science and Associate of Science (A.A.) Degree in Computer Science.

Gordon Babby, Branch Chief of Requirements, Evaluation and Special Projects, Office of Data Systems and a member of the SIPI Computer Science Advisory Committee donated $19,792 worth of computer software for our Novell Netware system. This included network software for WordPerfect 5.1, Database IV, and LOTUS 1, 2, 3 and is intended to support the new Computer Center and the curricula offered in this program.

2. Department of Occupational Technology

Student enrollment for the 1991 Fall Trimester was up from previous trimesters. A total of 233 students registered into the various Occupational/Vocational Technologies programs. High enrollments were maintained in the Electronics, Graphic Arts, Natural Resources, and Optical Technologies.

By letter dated November 1, 1991, the SIPI President was officially notified by the Commission on Opticianry Accreditation (COA) that SIPI's Optical Technology - Dispensing Program was awarded conditional accreditation status for two (2) years as an accredited ophthalmic education program. The accreditation classification is retroactive to July 15, 1991 and remains in effect until July 15, 1993.

A Progress Report is required of SIPI to address the areas of potential compliance and non-compliance listed in the On-Site Evaluation Report. The Progress Report is due in the Commission Office by July 15, 1992. The Commission will reconsider the possibility of full accreditation at the next scheduled meeting upon receipt of the Progress Report.

The accreditation status was awarded based on our Self-Study Report, the On-Site Evaluation Team Report, and our response to the evaluation report. At the Fall Meeting, the Commissioners evaluated our response to any areas of partial/non-compliance, and decided that substantial compliance within these areas has been demonstrated to award conditional accreditation. SIPI's name has been added to the list of accredited programs publicized

nationally. The Commission also voted to grant accredited status to our 1991 Spring (April 26, 1991), graduation class.

The Culinary Arts Program hosted the Vocational New Mexico Home Economics Advisory Committee Quarterly meeting on November 1, 1991. Culinary Arts Instructor Kathryn Thomson-Stewart is a member of the Committee.

The SIPI Graphic Arts Technology program operates as a U.S. Government Printing Office (GPO) under a charter for Instruction executed by the Joint Committee on Printing. As such, the program is subject to all laws and regulations governing all GPO's under the Department of the Interior. Recently, the Committee cited some discrepancies in SIPI's reporting of Government-owned property which was reported to the Department of the Interior's (DOI) Division of Printing and Publications. As a result, Mr. Roy Francis, DOI Printing Management Specialist, was dispatched from that office to assist us in resolving our reporting discrepancies.

With Mr. Francis' assistance and the diligence of the Lead Instructor, Mr. Larry Sanchez, the discrepancies have been corrected and cleared up and we are back in compliance with Title 44 U.S.C. Mr. Francis pledged his support and assistance to the Graphic Arts program whenever needed. In addition, he transferred approximated $2,240.00 worth of paper to the program soon after his June 6, 1991 visit.

The SIPI Optical Technology program and Lens Crafters are in the process of negotiating a cooperative education agreement. Under the agreement, Lens Crafters will rotate final trimester students through 60 hours of practical training in surfacing, finishing, and dispensing. These experiences will expose students to state-of-the-art equipment, current dispensing practices and "real life" work situations. A meeting with Lens Crafters officials was held on July 24, 1991, to finalize and sign the co-op agreement document.

Beginning student enrollment for the 1991 Fall Trimester peaked at 233 students in the Department of Occupational Technologies. Of this number, 109 were new students. Twenty-one students graduated from the various training programs of which 8 were graduated with Associate of Applied Science Degrees. Twenty-seven students achieved GPA's of 3.5 or better, making the President's honors list.

The concept of establishing an environmental lab technician training program is still alive. Dave Powless, President of Ortek, an environmental lab located on the Oneida Indian Reservation in Green Bay, Wisconsin, visited SIPI to meet with the President and her staff on a possible joint venture to establish training at SIPI.

Preliminary planning has been initiated to check into the feasibility of establishing natural science labs (chemistry and biology) in the Occupation Technologies building. The area under

consideration is room 101 in the Engineering Technology section. With progressively declining enrollment in the surveying program, ample space can be made available for labs.

A study is underway to determine if the surveying technician program should be continued as a stand alone program or whether portions of it can be incorporated into the Drafting Program. The Engineering Program coordinator has been directed to utilize available resources to conduct an evaluation of the program based on the following criteria; student interest in the field, marketability of graduates, availability of job opportunities, program potential and cost effectiveness. The requested data had a due date of July 31, 1992.

The library is continuing with normal and routine operation. The library classroom is being utilized by BIA to conduct computer literacy training on a continuing basis. The computer systems being utilized by this training are available for SIPI use when not in training use.

The first Tribal Judges Training was in session for two weeks commencing on July 27, 1992. The training had twelve (12) participants.

The SIPI TRIO Programs completed six (6) weeks of on-campus academic enrichment activities for Upward Bound and Math/Science students on July 24, 1992.

Dr. Steven Crow, SIPI liaison person with the North Central Association of Colleges and Schools, Commission on Higher Education, made a technical visit to SIPI on June 26, 1992. The purpose of his visit was to provide technical assistance to SIPI on ways and means to approach the upcoming on-site evaluation for reaffirmation of accreditation.

3. Upward Bound and Math/Science

The six-week summer Upward Bound and Math/Science session had an exciting and successful program for students from 14 different high schools. Approximately 109 students were recruited from Indian communities and high schools throughout New Mexico and Northeastern Arizona. About 89 students were able to attend the six-week program beginning June 15, 1992. Students received academic instruction in math, science, communication skills, study skills, personal development, social skills, teamwork, and computer literacy. In addition to classes, seminars and workshops were conducted by Sandia National Laboratories staff and other industry and university professionals, including representatives from Los Alamos Labs, the University of New Mexico, Highlands University, and various high tech companies (Ethicon, Lovelace, Honeywell, EG&G, Intel, Digital, and General Electric). About 15 students participated in the one-week supercomputer training at the Lawrence Livermore Laboratories in California. The summer program ended with a recognition banquet at the Holiday Inn on July 24, 1992.

4. Talent Search

The Talent Search program completed its first year of operation on August 31, 1992. The program has had a rough start since the current staff took over in February 1992. One main reason was the late start and the change in the scope of work, which changed from a school-based approach to an Indian community-based approach. The community-based approach required commitment from the tribal leadership and the hiring of community mentors to work with students. This additionally required the development of information and contact forms and frequent travel to meetings with community groups, education coordinators, mentors, parents, school officials, and students.

The program staff contacted 21 Indian communities to participate in the community-based Talent Search Program. Of the 21 communities contacted, 12 actively participated in the program. 17 community mentors who participated actively worked with 35 students to develop projects of their interests. About 35 students participated in the campus-based programs. They were provided with career and higher education information which included data from the Guidance Information Systems (GIS) software and individual counseling sessions.

5. Student Literacy Project

The Student Literacy Project is a U.S. Department of Education funded program. The primary objectives of the program is to prepare SIPI students with proper tutoring skills to become effective tutors in the surrounding community and to reach students that need help who are not enrolled in an occupational program. The students are recruited and enrolled in a course, "Social Science, Student Literacy" for which they receive three (3) credit hours. We are currently in our second year of operation for this program.

An interim annual performance and financial report was compiled and submitted to the U.S. Department of Education.

6. Enrollment Data

	Fall 1991	Spring 1992
Total Enrollment	535	499
Number of Graduates	44	75

III. SOURCES OF DATA

1. Financial Data - SIPI Fiscal Year 1992 Detailed Planning Budget (Administration).

2. Program Data - SIPI Catalog and Graduate Status Report.

3. Enrollment Data - SIPI On-campus Enrollment Analysis, (Admissions).

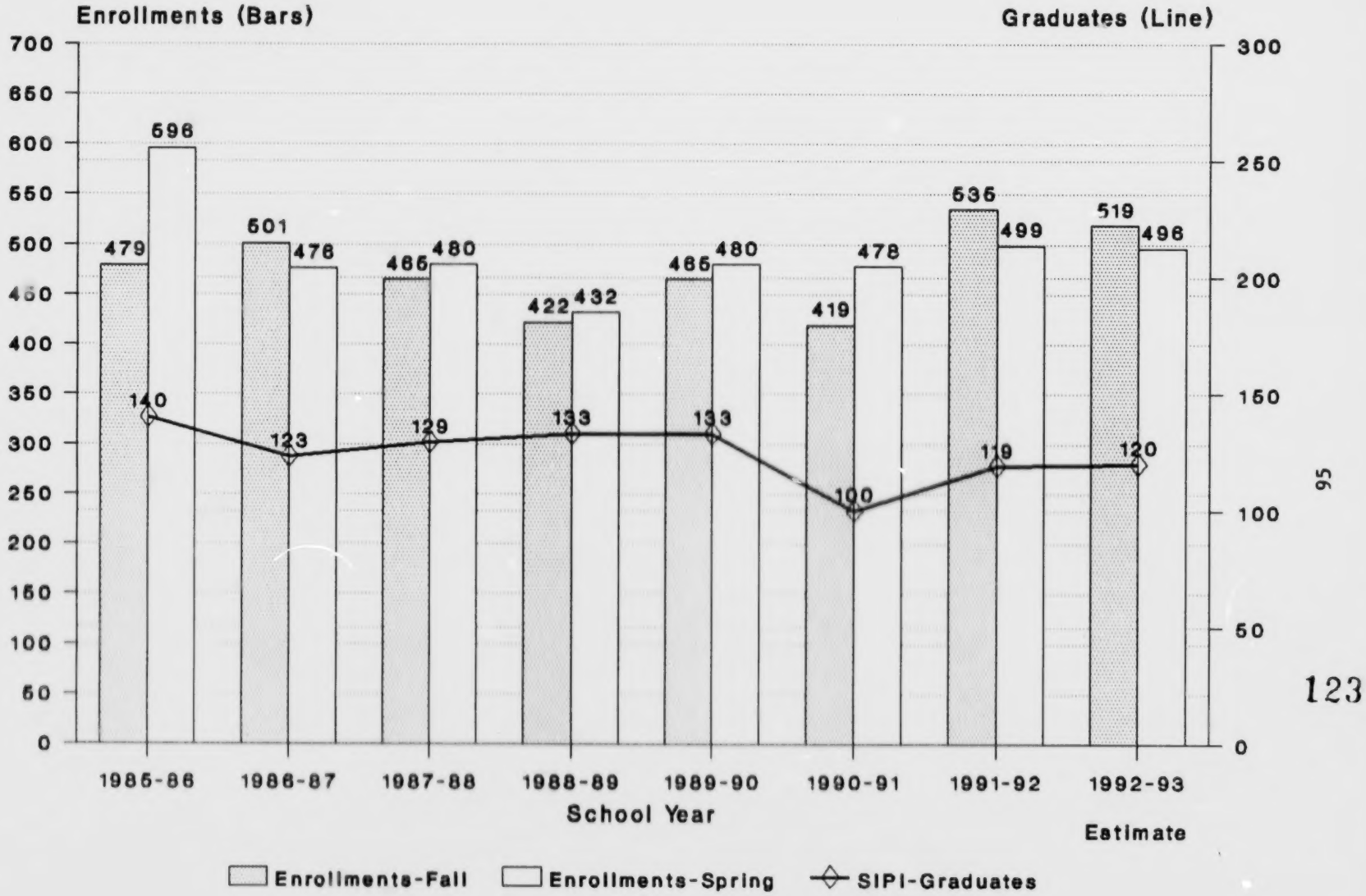
IV. CONTACTS FOR FURTHER INFORMATION

President: Carolyn Elgin, 505-897-5347

Education Program Specialist: Joe Johnston, 505-897-5351

TABLE 1

SIPI Enrollments & Graduates



TRIBALLY CONTROLLED COMMUNITY COLLEGES (TCCC)

I. PROGRAM PROFILE

Legislation

The program is authorized by the Tribally Controlled Community College Assistance Act of 1978, P.L. 95-471, as amended, and reauthorized by Public Laws 98-192, 99-428, 100-297, 101-477 and 102-325.

The regulations governing the operation of the program are contained in 25 CFR Part 41, the Tribally Controlled Community Colleges and Navajo Community College.

P.L. 98-192 amended P.L. 95-471, establishing the endowment program for the colleges.

Program Description

The objective of the program is to provide financial assistance to tribally controlled community colleges which, in turn, provide educational opportunities for American Indian and Alaska Native students in a supportive environment on or near Indian reservations.

Chartered by their respective tribal governing bodies, the community colleges are governed by a local board of regents. This enables the sponsoring tribes to pursue educational goals compatible with the needs of the tribe and its members.

Title I of the Tribally Controlled Community College Act, as amended, authorizes grants to these colleges for academic, educational, administrative, operational, and maintenance purposes. Grant funds are distributed to eligible Title I colleges based on an Indian Student Count, (ISC). All credit hours for full-time, part-time, and summer students are added together and divided by twelve to determine the ISC for each school.

Title II of the Act authorizes funding for the Navajo Community College.

P.L. 98-192, enacted in December of 1983, authorizes the Secretary of the Interior to provide endowment grants to the TCCC's. Funds for the endowments were first appropriated by the Congress in FY 1988. The endowment grants are based on a 2 for 1 dollar match, federal to college, respectively, as authorized by P.L. 101-477 on October of 1990. In addition, the colleges may use real or personal property as their share.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Twenty two (22) tribal colleges, including Navajo Community College, were funded in FY 1992. The colleges offered the following degree programs: Associate of Science Nursing; Associate of Arts; Associate of Science; Associate of Applied Science; Bachelor of Science; Master of Arts; and Vocational Certificate, (see Table 1).

Sixteen (16) of the 22 schools are fully accredited and six (6) are candidates for accreditation. The program monitoring, technical assistance, training, annual reporting, financial accountability and oversight are the responsibilities of the Branch of Post Secondary Education, OIEP (see Table 1).

Distribution of Funds

Funding for the 21 Title I tribal colleges is determined by an Indian student count, while funding for Navajo Community College is based on identified need.

Total funding for FY 1992 was $23,394,468. This amount included $22,292,530 for operating grants; $987,400 for endowment grants; and $114,538 for technical assistance. In FY 1992, five (5) tribes chose to supplement the bureau grants through the Indian Priority System for a total of $1,057,000. See Table 3 for the TCCC fund distribution breakdown.

Table 4 shows the amount of the appropriations and endowments over the period from 1980 to 1993. The appropriations show increases each year beginning in 1981, with FY 1990 and 1991 showing the greatest amount of increases from $12,968,000 in FY 1989 to $16,308,000 in FY 1990 and $22,292,530 in FY 1992. The endowments have fluctuated over this period from a high of $1,183,600 in FY 1987 to a low of $250,000 during FY 1989. Funding for the endowments began in FY 1988.

Program Accomplishments

In FY 1992, 612 students received their AA/AAS degree; 278 received their one year certification; 43 received their BS/BA degree; and 2 received their MA/MS degree for a total of 935 students who received a degree or certificate. A total of 6,877 full-time equivalent Indian students were enrolled in the 22 TCCCs. See Tables 1 and 2 for enrollments and numbers of graduates.

In addition to the increase in students graduating, FY 1992 was significant for the number of improvements that were made in the institutions' offerings and facilities. Following are some examples.

DULL KNIFE MEMORIAL COLLEGE:

-- A NATURAL RESOURCES PROGRAM WAS INSTITUTED
-- A COMPREHENSIVE MENTAL HEALTH CLINIC FOR STUDENTS AND FACULTY WAS INITIATED

SINTE GLESKA UNIVERSITY:

-- SINTE GLESKA COLLEGE OFFICIALLY CHANGED ITS NAME TO SINTE GLESKA UNIVERSITY
-- INITIAL COURSES WERE OFFERED IN TRIBAL ADMINISTRATION AND MANAGEMENT BACCALAUREATE PROGRAM.

STONE CHILD COLLEGE:

-- SCHEDULED FOR FULL ACCREDITATION REVIEW IN MARCH, 1993

FORT BELKNAP COLLEGE:

-- A REVIEW TEAM REPRESENTING THE NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES WILL CONDUCT A SITE VISIT IN APRIL

BAY MILLS COMMUNITY COLLEGE:

-- COLLEGE HAD 101 STUDENTS, GRADUATING 20 CERTIFICATES AND 8 ASSOCIATE DEGREES
-- RECEIVED A KELLOGG GRANT WHICH WILL ALLOW EXPANSION OF HEALTH SCIENCE CURRICULUM INCLUDING ADDITION OF BIOLOGY AND CHEMISTRY LABS.

TURTLE MOUNTAIN COMMUNITY COLLEGE:

-- ADOPTED A WILDLIFE MANAGEMENT PROGRAM AND AN ENGINEERING PROGRAM
-- SPONSORED A CLASS WHERE THE STUDENTS, WHO WERE MAINLY ELEMENTARY TEACHERS FROM THE LOCAL SCHOOL SYSTEM, DEVELOPED A SCOPE AND SEQUENCE FOR THE HISTORY, LANGUAGE AND CULTURE FOR THE TURTLE MOUNTAIN BAND OF CHIPPEWA

SALISH KOOTENAI COLLEGE

-- NURSING PROGRAM RECEIVED FULL MEMBERSHIP/ACCREDITATION WITH THE NATIONAL LEAGUE OF NURSING
-- DENTAL ASSISTING TECHNOLOGY PROGRAM BECAME ACCREDITED BY THE AMERICAN DENTAL ASSOCIATION

FORT PECK COMMUNITY COLLEGE

-- ACHIEVED ACCREDITATION THROUGH NORTHWESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

-- SIGNED A NURSING PROGRAM AGREEMENT WITH U.W. EAU CLAIRE FOR A TWO YEAR BACCALAUREATE DEGREE AT L.C.O. AND FINAL TWO YEARS AT U. W. EAU CLAIRE
-- ON NOVEMBER 4, 1992, LCO WAS RECOMMENDED FOR ACCREDITATION BY THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

FORT BERTHOLD COMMUNITY COLLEGE

-- NURSING PROGRAM BECAME FULLY OPERATIONAL AND BEGAN OFFERING CLASSES IN JANUARY. IT MEETS ALL ACCREDITATION STANDARDS OF THE STATE BOARD OF NURSING FOR THE STATE OF NORTH DAKOTA
-- TWO NEW ASSOCIATE OF APPLIED SCIENCE DEGREES WERE ADDED, INFORMATION MANAGEMENT SPECIALIST AND MEDICAL SECRETARY

D-Q UNIVERSITY

-- ACCREDITATION STATUS WAS REAFFIRMED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES FOLLOWING A REVIEW OF THE INSTITUTION'S SELF STUDY AND AN EVALUATION TEAM VISIT

FOND DU LAC COMMUNITY COLLEGE

-- IN AUGUST, STAFF, FACULTY & STUDENTS TOOK OCCUPANCY IN OUR NEW 50,000 SQUARE FOOT FACILITY
-- DEVELOPING PROGRAMS INCLUDING; ENVIRONMENTAL SCIENCE, GAMING, AND HOME HEALTH AIDE NURSING

STANDING ROCK COLLEGE

-- ADDED THREE NEW ACADEMIC/VOCATIONAL PROGRAMS; COMPUTER INFORMATION SYSTEMS, EARLY CHILDHOOD DEVELOPMENT, AND BUSINESS ADMINISTRATION

-- EXPANDED SQUARE FOOTAGE OF THE LIBRARY AND ADDED NEW BOOKS

NEBRASKA INDIAN COMMUNITY COLLEGE

-- THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS CONDUCTED A COMPREHENSIVE EVALUATION OF NEBRASKA INDIAN COMMUNITY COLLEGE IN APRIL, 1992, AND GRANTED ACCREDITATION UNTIL SPRING 1997

NORTHWEST INDIAN COLLEGE

-- THE SCIENCE PROGRAM WAS ENHANCED WITH THE ADDITION OF A FULL-TIME BIOLOGY/FISHERIES INSTRUCTOR WHO TEACHES GENERAL BIOLOGY CLASSES AS WELL AS IN-SERVICE CLASSES FOR TRIBAL FISHERIES EMPLOYEES
-- A COOPERATIVE TITLE III GRANT WAS RECEIVED THE PURPOSE OF WHICH IS TO COOPERATIVELY ESTABLISH "ON-RESERVATION" COLLEGE LEVEL INSTRUCTION ON THE PUYALLUP AND QUINAULT INDIAN RESERVATIONS

SISSETON WAHPETON COMMUNITY COLLEGE

-- NEW DEGREE PROGRAM, ASSOCIATE OF NURSING HAS BEEN ADDED
-- THE COLLEGE IS WORKING WITH NORTH CENTRAL ASSOCIATION TO EXPAND SERVICE AREA TO ALL DAKOTAS LOCATED WITHIN THE TRADITIONAL LANDS OF THE DAKOTA SIOUX PEOPLE

CHEYENNE RIVER COMMUNITY COLLEGE

-- VOCATIONAL EDUCATION PROGRAM HAS BEEN FUNDED FOR THREE YEARS. THE OCCUPATION AREAS INCLUDE: CARPENTRY, MASONRY, ELECTRICAL AND COMPUTER INFORMATION SPECIALIST
-- A TEACHER TRAINING PROGRAM HAS BEEN FUNDED COLLABORATIVELY WITH OGLALA LAKOTA COLLEGE. THIS IS A FOUR YEAR DEGREE PROGRAM

BLACKFEET COMMUNITY COLLEGE

-- COLLEGE NOW OWNS THE MATH/SCIENCE BUILDING AND HAS OBTAINED ADDITIONAL LAND WHICH GIVES A LAND BASE FOR CONSTRUCTION OF NEW FACILITIES
-- A PRESIDENT WAS HIRED AND 24 ASSOCIATE OF ARTS DEGREES WERE GRANTED

LITTLE BIG HORN COLLEGE

-- 24,000 ADDITIONAL VOLUMES WERE PURCHASED FOR THE LIBRARY.
-- FOUR OF TWENTY GRADUATES WERE IN SCIENCE, HALF OF ALL CREDITS OFFERED ARE SCIENCE, MATH AND DATA PROCESSING

NAVAJO COMMUNITY COLLEGE

-- TWO NEW PROGRAMS HAVE BEEN CREATED AND ARE IN OPERATION TO DEVELOP THE ELEMENTARY EDUCATION/TEACHING PROGRAM FOR THE COLLEGE. THESE PROGRAMS ARE NAMED AS THE TEACHER EDUCATION PROGRAM AND THE FORD FOUNDATION PROJECT. THE PROGRAMS HAVE OUTLINED THE DEGREE REQUIREMENTS BASED ON THE CONCEPTS OF THE DINE WAY OF TEACHING AND LEARNING
-- EXTENSIVE RESEARCH WAS CONDUCTED IN THE NAVAJO LANGUAGE BY NAVAJO SCHOLARS RESULTING IN THE PUBLICATION OF "A GUIDE TO CURRICULUM PEDAGOGY DEVELOPMENT". THIS TRANSFORMATION OF THE CURRICULA AND THE PEDAGOGY WILL CONTINUE THROUGH THE OFFICE OF DINE EDUCATION PHILOSOPHY

LITTLE HOOP COMMUNITY COLLEGE

-- THE MAJOR PROJECT FOR 1992 WAS COMPLETING THE PROCESS FOR CONTINUATION FOR OUR ACCREDITATION. IT CULMINATED IN A TEAM VISITATION AND RECOMMENDATION FOR 5 YEARS CONTINUATION OF ACCREDITATION
-- THE COLLEGE IS BECOMING INCREASINGLY INVOLVED IN TRAINING PROGRAMS DESIGNED FOR TRIBAL INDUSTRIES AND ECONOMIC DEVELOPMENT

OGLALA LAKOTA COLLEGE

-- THE COLLEGE HAS BEEN REACCREDITED BY NORTH CENTRAL ASSOCIATION OF SCHOOLS AND COLLEGES FOR ANOTHER FIVE YEARS FROM 1993 TO 1998
-- ACCREDITATION HAS ALSO BEEN GRANTED TO THE "MANAGER AS WARRIOR" PROGRAM WHICH IS A MASTERS DEGREE FOCUSING ON TRIBAL MANAGEMENT

III. SOURCES OF INFORMATION

1. Program files.
2. Annual Reports.

IV. CONTACTS AND FURTHER INFORMATION

Chief, Branch of Post Secondary Education: Reginald Rodriquez, (202) 208-4871.
Education Specialist, Branch of Post Secondary Education: Terry Portra, (202) 208-4871.

V. TABLES

TABLE 1

FY 1992 TITLE I TRIBAL COLLEGES

Tribal College	Actual FY 1992 ISC	Est. FY 1993 ISC a/	Accred-itation b/	Degrees or Certificate Offered c/	FY 1992 Grads.
Bay Mills	132	143	Accred.	AA,AAS,Voc.Cert.	29
Blackfeet	288	311	Accred.	AA,AS,AAS,Voc.Cert.	47
Cheyenne River	92	99	Cand.	AA,AS, Voc.Cert.	7
D-Q Univ.	146	158	Accred.	AA,AS,Voc.Cert.	100
Dull Knife	123	133	Cand.	AA,AAS,Voc. Cert.	24
Fond du Lac	68	73	Accred.	AA,AS,AAS,Voc.Cert.	12
Fort Belknap	157	170	Cand.	AA,AAS,Voc.Cert.	34
Fort Berthold	145	157	Accred.	AA, AAS,Voc.Cert	17
Fort Peck	259	280	Accred.	AA,AS,AAS,Voc.Cert.	32
Lac Courte Oreilles Ojibwa	269	291	Cand.	AA,AAS, Voc. Cert.	18
Little Big Horn	202	222	Accred.	AA, Voc.Cert.	20
Little Hoop	166	179	Accred.	AA,AS,AAS,Voc.Cert.	18
Northwest Indian Comm. College	533	576	Cand.	AA,AS,AAS,Voc.Cert.	36
Nebraska	262	283	Accred.	AA,AS,AAS,Voc.Cert.	49
Oglala Lakota	654	706	Accred.	AA,AAS,BS,Voc.Cert.	73
Salish Kootenai	589	636	Accred.	AA,AS,AAS,Voc.Cert.	81
Sinte Gleska	419	453	Accred.	AS,AAS,BS,MA,Voc.Ce.	30
Sisseton-Wahpeton	134	145	Accred	AA,AAS,Voc.Cert.	27
Standing Rock	228	246	Accred.	AA,AAS,AS,Voc.Cert.	28
Stone Child	179	193	Cand.	AA,AAS,AS,Voc.Cert.	22
Turtle Mountain	482	520	Accred.	AA,AAS,AS,Voc.Cert.	92
SUBTOTALS	5,527	5,974			796
FY 1992 Title II Tribal College					
Navajo Community College:					
SUBTOTALS	1,350	1,471	Accred.	AA,AAS,AS,Voc.Cert.	139
GRAND TOTALS	6,877	7,445			935

a/ The 1993 estimates were provided by the individual colleges.
b/ Accred. - Fully accredited by a recognized accrediting association.
Cand. - Candidate status towards accreditation.
c/ Degrees Awarded by TCCC:
AA - Associate of Arts
AS - Associate of Science
AAS - Associates of Applied Science
BS - Bachelor of Science
MA - Master of Arts
Voc.Cert. - Vocational Certificate

TABLE 2

FY 1992 NAVAJO COMMUNITY COLLEGE (TITLE II)
FULL TIME AND PART TIME STUDENTS

	Fall Semester		Spring Semester		Summer School	
	F/T	P/T	F/T	P/T	F/T	P/T
FY 1990 (SY 89-90)	446	893	528	1,153	326	550
FY 1991 (SY 90-91)	540	856	666	1,047	577	368
FY 1992 (SY 91-92)	634	809	693	954	712	443

One hundred thirty-three (133) students received their AA/AAS degree and three (3) received their one year certificate during the 1991-92 school year.

TABLE 3

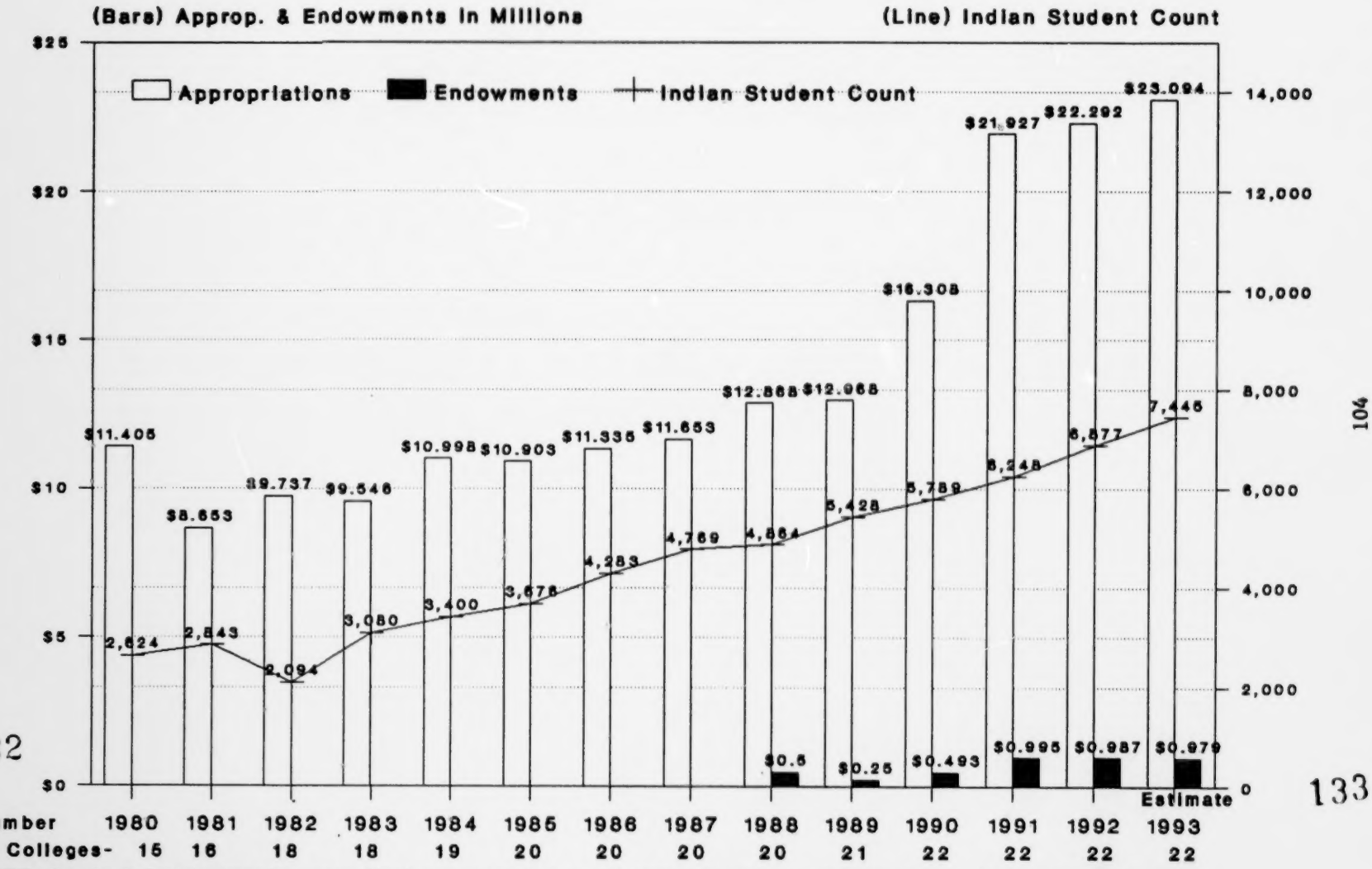
FY 1992 FUND DISTRIBUTION
(adjusted amounts enacted to date)

Colleges	P.L. 99-428 ENDOWMENT	P.L. 95-471 GRANT FUNDS*
Blackfeet Community College	$ 44,882	$ 831,181
Bay Mills Community College	50,492	586,104
Cheyenne River Community College	-0-	191,286
D-Q University	50,492	341,317
Dull Knife Memorial College	50,492	283,117
Fond du Lac Community College	44,882	617,227
Fort Belknap Community College	50,492	371,432
Fort. Berthold Community College	44,882	461,667
Fort Peck Community College	50,492	680,282
Lac Courte Oreilles Ojibwa College	50,492	725,697
Little Big Horn College	50,492	699,422
Little Hoop Community College	50,492	487,477
Northwest Indian Community College	50,492	1,837,246
Nebraska Indian Community College	44,882	578,629
Oglala Lakota College	50,492	1,828,999
Salish Kootenai College	50,492	1,448,652
Sinte Gleska College	50,492	1,163,123
Sisseton-Wahpeton Community College	50,492	380,055
Standing Rock College	-0-	562,688
Stone Child Community College	50,492	470,238
Turtle Mountain College	50,492	1,346,364
Navajo Community College	50,492	6,400,327
Total	$987,400	$22,292,530

* This is the amount each school received for school operations.

TABLE 4

Tribally Controlled Community Colleges Appropriations, Endowments and Indian Student Count



NOTE: Funds for endowments were first appropriated in FY 1988. Funds are distributed to the colleges based on their Indian Student Count (ISC).

MANAGEMENT INFORMATION SERVICES

I. PROGRAM PROFILE

Legislation

25 U.S.C. Sec. 1132 mandates a computerized management information system for the Office of Indian Education Programs.

Program Description

The managed information includes, but is not limited to student enrollment, curriculum, staff, facilities, community demographics, student assessment information and information relative to the administrative and program costs attributable to each Office of Indian Education Programs (OIEP) program.

The major goals of the Management Information Systems for 1992 included continued exploration and implementation of telecommunications alternatives; evaluation and improvement of existing ADP systems and technologies; continued development of a Nationwide Electronic Data Acquisition System employing alternative networking technologies; continued development of the Student Enrollment and Attendance System; investigation of emerging Automated Data Procesing (ADP) technologies to support OIEP's mission; provide necessary ADP equipment, software and training/technical assistance to central and field staff for implementation of automated technologies.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Management information services and activities included:

- Recommending policies, coordinating data standardization, educational research, staff development needs, and providing guidelines for major computer systems information management programs and systems of the OIEP;

- Developing and maintaining data standards for operational software, administrative and educational information systems, and data elements and the representation used in the OIEP's automated information systems;

- Researching and recommending educational technology and accessibility, hardware and software capabilities and availability, multimedia utilization, training information retrieval and integration of a Local Area Network (LAN) for both Education and Administration options;

- Providing training and technical assistance to Central and Field offices in accessing and utilizing ADP technologies; and

- Implementing alternative communications technologies for accessibility to enterprise systems and over 500 Bureau personnel throughout the country.

Distribution of Funds

Funds for MIS, services and activities are provided through the base program line item for Technical Support as mandated by legislation. Funds for the procurement of services, software, and hardware for Area/Agency/School and other branches within OIEP are provided from other funding sources including flow-through funds from the Department of Education, the Indian School Equalization Formula and the Chapter I program.

Program Accomplishments

During 1992, the Local Area Network (LAN) was expanded to include not only Central Office OIEP personnel but also the Assistant Secretary's Office and staff. The LAN currently supports over 200 users, with close to 100 connected directly to the LAN. Initially furnishing only E-Mail, the LAN is now expanded to several shared applications, including WordPerfect, telecommunications capability for dialing Bulletin Board services such as Educational Native American Network (ENAN) and the Bureau Controlled Correspondence Office (BCCO) tracking system. OIEP's LAN is currently furnishing E-Mail service for all of the Bureau of Indian Affairs Directors in the Main Interior Building as well as Dial-In access to the OIEP LAN which allows Line Officers and BIA Directors in the Field to communicate using the E-Mail Service. Also during FY 1992, the following were accomplished:

- Continued modernization of computers within the Central Office, bringing all workstations up to a minimum configuration. Every office has access to either a Laser or Bubble Jet printer, either at the individual workstation or via a LAN shared printer.

- Continued training for users at the Central Office in WordPerfect, Lotus and the use of the LAN and E-Mail.

- Continued ISEP Count Program enhancements. Training in the computerized ISEP Count program was conducted in three states for enrollment personnel.

- Provided after-hours phone coverage/end-user assistance during the full duration of the ISEP count process.

- Completed ISEP count process before the due date for the first time in years.

- Continued performance of needs assessment for data acquisition at the Central and Field Offices.

- Provided technical guidance and assistance for standardization and acquisition of state-of-the-art ADP hardware and software for other offices within OIEP.

- Investigated emerging technologies such as CD-ROM for piloting document imaging as a means to capture and retrieve program and student data to audit program effectiveness.

- Updated and published the Office of Indian Education Programs Education Directory.

- Provided day to day training and technical assistance in software and hardware utilization.

III. SOURCES OF INFORMATION

Information for this report was provided by the MIS Branch Chief and staff.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Branch of Management Information Services: Jim Womack, (202) 208-7111.

TRIBAL CONSULTATION

I. PROGRAM PROFILE

Legislation

Subsection 1130 of P.L. 95-561, The Education Amendments of 1978, as amended, states:

"It shall be the policy of the Secretary and the Bureau in carrying out the functions of the Bureau, to facilitate Indian control of Indian Affairs in all matters relating to education. All actions under this act shall be done with active consultation with Tribes. The consultation required means a process involving the open discussion and joint deliberations of all options with respect to potential issues or changes between the Bureau and all interested parties. During such discussions and joint deliberations, interested parties (including, but not limited to, Tribes and school officials) shall be given an opportunity to present issues including proposals regarding changes in current practices or programs which will be considered for future action by the Bureau."

Program Description

The purpose of regional consultation meetings is to provide Indian country information regarding education issues and/or proposals being considered by the Bureau. The discussions that take place in these meetings provide the Bureau with valuable school and tribal input for the disposition of those consultation items. Such systematic and periodic regional consultation meetings across Indian country were formally initiated in 1991 in order to implement subsection 1130 of P.L. 95-561.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

National Tribal consultation meetings were held at eleven sites throughout the country in January and July, 1992. Regional teams, comprised of Bureau and Tribal representatives, plan and conduct the consultation meetings. The process is as follows:

- A consultation steering committee comprised of regional team members select consultation items, prepare materials and produce a Tribal Consultation Booklet;

- o A notice announcing consultation meeting dates and locations is published in the Federal Register;

- o Approximately 1,000 copies of the Tribal Consultation Booklet containing consultation items are mailed to Tribes, School Boards, and BIA offices;

- o Eleven consultation meetings are conducted by regional consultation teams on items included in the booklet;

- o Beginning in July 1992, regional teams conducting each meeting encode, on-site, data from comments made during the meeting into a Tribal Consultation Data Base, and generate a summary report of the day's consultation comments for distribution at the end of that day's meeting.

Information on the items/topics scheduled for consultation is included in the booklet, each arranged in a separate section. Each section begins with a summary of information pertinent to the item, including descriptions of the potential change being considered, the reason for proposing the change and option(s) being considered.

We would like to extend special recognition to the following tribal representatives and thank them for their participation in the FY 1992 consultation process:

Lois Risling - Hoopa Tribe
Ted Lonewolf - Kiowa Tribe
Ray Morgan - Navajo Tribe
Norma Bixby - Northern Cheyenne Tribe

January, 1992 Consultation Items:

Six items/topics were chosen for consultation and/or discussion. The items, not listed in any order of priority, were as follows:

Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations - Proposed changes to 25 CFR 36.

During the hearings we received approximately 115 comments concerning Minimum Academic Standards. The Office of Indian Education Programs (OIEP) is taking the following steps:

The next step in the process is to publish proposed rules change which includes tribal consultation comments.

These regulations are currently being routed through the system for Assistant Secretary - Indian Affairs signature.

Johnson-O'Malley (JOM) - Proposed clarification to 25 CFR 273.

During the hearings we received approximately 112 comments concerning the JOM clarification. OIEP is taking the following steps:

The next step is to seek additional funding to cover the cost of adding schools.

The current status, due to judicial decision, is that approximately 39 previously private schools were included in 1993 JOM count.

Indian School Equalization Program (ISEP) - Proposed changes to 25 CFR 39, including:

During the hearings we received approximately 128 comments concerning the Indian School Equalization Program definition changes. OIEP is taking the following steps:

A. Student Transportation and;
B. Exceptional Education.

The next step is to propose rule changes to the ISEP regulations once the Transportation Report is submitted to Congress.

The next step is adding two definitions to proposed rule change.

The status of this is currently in the process.

Indian School Equalization Program - Review of the Indian School Equalization Formula (ISEF), A Special Report.

During the hearings we received approximately 56 comments concerning ISEF. OIEP is taking the following steps:

The next step is for the Director to request an increase in the base weight.

The status of this request is currently in process.

Indian America 2000 - A Long Range Education Plan.

During the hearings we received approximately 112 comments on the Indian America 2000 Education Plan. OIEP is taking the following steps:

The next step involves incorporating consultation suggestions on Indian America 2000 into Long Range Plan.

The status of the Indian America 2000 plan is currently in the developmental stages.

Alternatives for the Distribution of Adult Education and Higher Education Grant Program funds, A Discussion Paper.

During the hearings we received approximately 38 comments on the Alternatives for Distribution of Higher and Adult Education funds. OIEP is taking the following steps:

These alternative methods were not implemented due to the introduction of the Tribal Budget System.

July, 1992 Consultation Items:

Fiscal Year (FY) 1995 BIA Education Budget Tribal Priorities.

During the hearings we received approximately 436 comments concerning the FY 1995 Budget Priorities. OIEP is taking the following steps:

The next step - the information for use in the FY 95 Tribal Budget System has been forwarded to the appropriate offices.

Student Tuition - A Proposed Tuition Charge for students at Haskell Indian Junior College and Southwestern Indian Polytechnic Institute (SIPI).

During the hearings we received approximately 154 comments concerning the Student Tuition at Haskell and SIPI. OIEP is taking the following steps:

OIEP has decided that it will not proceed with this proposal.

Indian School Equalization Program - Proposals to:

A. Eliminate Formula Funding Weight Factors for the Intense Bilingual Education Program.

B. Eliminate Formula Funding Weight Factors for the Intense Residential Guidance Program.

C. Change Student Count Schedule and Process.

During the hearings we received approximately 258 comments concerning the elimination of the funding weight factors for IBE and IRG, and changing the Student Count Schedule. OIEP is taking the following steps:

The next step in this proposal is for the consultation comments to be reviewed and considered for possible revision of 25 CFR, Part 39 by a special committee.

Advocacy Activities for Public School Students.

During the hearings we received approximately 208 comments concerning the Advocacy Activities for Public School Students. OIEP is taking the following steps:

> The next step taken will be to strengthen relationships with states, the Dept. of Education, etc..., which are a part of the Policy Statement set forth in 25 CFR, Part 32.

Adult Vocational Training - A Discussion Paper regarding OIEP assumption of program administration.

During the hearings we received approximately 89 comments concerning the discussion paper on Adult Vocational Training. OIEP is taking the following steps:

> This has not yet been implemented.

Academic and Dormitory Standards.

During the hearings we received approximately 57 comments concerning the Academic and Dormitory Standards. OIEP is taking the following steps:

> Revise 25 CFR, Part 36.

Distribution of Funds

Funds within the Division of Planning, Oversight and Evaluation are used to cover the cost of preparing the booklet, travel for the regional teams, court reporters, conference rooms, and miscellaneous expenses, such as postage, etc. The cost for the consultation meetings held at eleven sites across the country, twice each year, is provided through the Branch of Planning, OIEP.

Program Accomplishments

National Tribal Consultation Meetings have encouraged the Tribes, school officials, and other interested parties to be involved in the decision-making process in matters relating to Indian education.

According to the comments that have been received in response to the tribal consultations, most agree that the consultation meetings have been successful in getting active involvement of the tribes in the open discussions and joint deliberations of all options with respect to potential issues or changes between the Bureau and all interested parties.

Although the tribal consultation process is now an established procedure, it is not a static process and is open to changes to make the process even more accessible and encourage even more participation with the Tribes.

Status reports on each of the items in the consultation booklet appear as an appendix in the next published booklet. As the information concerning the disposition of each consultation item is received, it will be published in the subsequent consultation booklet. This is an effort to keep Indian country apprised of the status of each of the items which has been a part of the consultation process.

CONTACTS FOR FURTHER INFORMATION

Chief, Planning, Oversight, and Evaluation: Dr. James Martin, (202) 208-3550.

Chief, Branch of Planning: Di..ie Owen, (202) 208-1131.

ACADEMIC AND DORMITORY STANDARDS COMPLIANCE PROGRAM

I. PROGRAM PROFILE

Legislation

The Education Amendments of 1978, P.L. 95-561, required the Bureau of Indian Affairs to establish, through regulation, minimum academic and residential standards for all Bureau funded school programs.

25 CFR 36 contains the Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations. The regulations are also included in the Bureau of Indian Affairs Manual (62 BIAM 4.15).

Program Description

Each fiscal year, Bureau funded schools are requested to complete an Academic Standards Report (ASCR) and, if applicable, a Residential Standards Compliance Report (RSCR). The purpose of the report is to identify and determine the status of each school's academic and residential program in relation to applicable standards. The information is then summarized and reported.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

The FY 1992 ASCR and RSCR forms were distributed to all Bureau-funded schools in September 1991. The forms were completed by the schools and submitted to the Office of Indian Education Programs (OIEP) during October through January of the 1991-1992 school year.

Each Bureau funded school was requested to indicate compliance or noncompliance with a total of seventeen (17) academic and five (5) residential standards. These standards represent a minimum or baseline level of program operation. Many schools, however, are meeting a higher level of standards as required by their respective state or regional accreditation association. Further, contract and grant schools are not statutorily required to submit a completed ASCR or RSCR form.

Standards Compliance Reports describe the status of the schools at the time of completion of the compliance forms. Conditions at a

given school may change during the school year. Most of the standards have several subparts which must be met before the standard is rated as being met.

Program Accomplishments

The Bureau received a total of 122 FY 1992 Academic Standards Compliance Reports from the 168 day and boarding schools relative to their academic programs. Sixty-seven (67) FY 1992 Residential Standards Compliance Reports were received from the 70 boarding schools and peripheral dorms relative to their residential programs.

Summary information reporting schools was compiled. In FY 1992, 37% of the Academic Programs reporting met 81 to 100% of the standards. In FY 1991, 21% of the Academic Programs met 81 to 100% of the standards.

In FY 1992, 31% of the Residential Programs met 81 to 100% of the standards. In FY 1991, 21% of the Residential Programs met 81 to 100% of the standards.

The three Academic Standards most often not met were Library/Media Program (58% of the schools), Administrative Requirements (55% of schools), and Counseling Services (41% of schools). These were the same most frequently unmet standards in FY 1991.

The Library Media Program standard was most frequently unmet because schools did not have the number of books required per student and/or they did not have required library staff. The Administrative Requirements standard was most often not met because schools had classes which had too many students in them and therefore, did not meet required student/teacher ratios and/or schools did not have certified substitute teachers available to them. The Counseling Services standard was most often not met because schools did not have the required number of certified counselors.

In addition, for standards which did not apply to all schools, the Junior High (62%) and Secondary Instructional Programs (52%) were often out of compliance, as they were in FY 1991. These standards were most often not met because schools did not adequately provide instruction in fine arts, language other than English, computer literacy and vocational education.

The two residential standards most frequently unmet were Homeliving (40% of the residential programs) and General Provisions (45% of the residential programs). In addition, for standards which are not applicable to all programs, 40% of the Elementary Dormitory Programs reporting were not in compliance with that standard.

All three of these standards were not met because of lack of staff necessary to meet required staff/student ratios.

Schools reported needed an additional $12,030,993 to meet all academic standards and $1,873,084 to meet residential standards.

III. SOURCES OF INFORMATION

1. FY 1992 Academic Standards Compliance Reports.
2. FY 1992 Residential Standards Compliance Reports.

IV. PLANNED STUDIES

Each Bureau funded school is to complete an academic and/or an residential compliance report each school year. These reports are submitted to the OIEP for compilation and analysis.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Planning, Oversight, and Evaluation: Dr. James Martin, 202-208-3550.

Chief, Branch of Monitoring and Evaluation: Dr. Sandra Fox, 202-208-3550.

MONITORING AND EVALUATION OF SCHOOL PROGRAMS

I. PROGRAM PROFILE

Legislation

Monitoring and evaluation activities are authorized by the Education Amendments of 1978, P.L. 95-561 and the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297. 25 CFR, Section 36.51, Standard XVIII of the Minimum Academic Standards for the Basic Education of Indian Children states that the Office of Indian Education Programs (OIEP) shall annually conduct on-site monitoring of one-third of the school programs to evaluate conformance to the standards. The monitoring and evaluation of OIEP line offices is required by 25 CFR 36 and by OMB Circular A-123.

Program Description

The Bureau's monitoring and evaluation process exists to upgrade the quality of educational opportunities provided through OIEP by fostering a process of internalized school improvement, refining the administrative structure that supports school improvement and the development of a body of data and relevant outcomes criteria that measures the school improvement.

The goals of the monitoring program are to ensure compliance with applicable academic and residential standards and to improve overall school effectiveness. Teams of educational professionals are hired to monitor/evaluate all Bureau funded schools over a four year period. Education line offices are monitored on a three year cycle.

Many models of school monitoring and evaluation from states and other educational institutions were studied in preparation of the model developed for OIEP. Characteristics of the Bureau's model for the monitoring and evaluation of school programs includes review of schools in regard to:

1. Applicable Bureau or other standards and budgetary requirements to determine compliance and deficiencies;

2. Outcomes such as achievement test scores, attendance rates, etc;

3. Findings of previous studies, reviews of the school program;

4. Progress made on implementation of school improvement plans;

5. Quality indicators from Effective Schools research; and

6. Findings of Chapter I, Special Education, ISEP, and facilities and safety monitoring.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Elementary and Secondary Schools

The schools selected for visits in FY 1992 were primarily those schools on the ISEP audit list, also ensuring representation from each area and agency having at least four (4) schools. Scheduling was done to coincide, to the extent possible, with site visits by Chapter 1, ISEP, and Special Education.

Upon completion of the monitoring and evaluation process, schools are expected to complete action plans or modify their existing School Improvement Plans to address any deficiencies in meeting standards and other recommendations contained in the report.

Line Offices

The line office monitoring and evaluation process involves three outcomes:

1. To provide feedback to the Line Officers relative to their roles and responsibilities in improving the quality of education delivery to Indian children and adults;

2. To measure management controls as required in OMB Circular A-123;

3. To meet the requirements of the review process established in Section 36.51 of the regulations, which details the OIEP and agency monitoring and evaluation responsibilities.

The Line Office Work Plan is also reviewed by the monitoring and evaluation team. The monitoring includes assessments of the following areas: programmatic; management; external relations; and administrative.

Program Accomplishments

The Branch of Monitoring and Evaluation monitored fifty-one (51) elementary and secondary schools and five line offices during FY

1992. Follow-up visits were completed for eight of the schools monitored the previous year. The follow-ups focused on the implementation of school action plans generated as a result of the original monitoring. The OIEP Central Office was also monitored during FY 1992.

The Branch summarized information from the individual school reports in FY 1992 and included it with findings for FY 1991. Information on major strength areas for the schools and areas needing improvement follow in TABLES 1 and 2.

III. SOURCES OF INFORMATION

1. Annual Standards Compliance Report.
2. School Monitoring/Evaluation Reports.
3. School Standards Compliance Reports.
4. OIEP Monitoring/Evaluation Process.
5. 1991-1992 School Year Summary Report.

IV. PLANNED EVALUATIONS AND STUDIES

Monitoring and evaluation is ongoing. Plans for FY 1993: monitor 45 schools and at least 10 line offices. In FY 1993, the Branch will also complete follow-ups, as needed, for the 51 schools monitored in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Chief, Planning, Oversight and Evaluation: Dr. James Martin, (202) 208-7387.

Chief, Branch of Monitoring and Evaluation: Dr. Sandra J. Fox, (202) 208-3550.

VI. TABLES

TABLE 1

THE MAJOR STRENGTHS FOUND

PERCENT OF THE 91 SCHOOLS MONITORED IN FY 91 AND 92 EXHIBITING THE STRENGTHS

MAJOR STRENGTHS FOUND	PERCENT OF SCHOOLS
Safe and Supportive Environment	79%
High Expectations	45%
Teachers Open and Caring	44%
Instructional Leadership	43%
Building/Grounds Clean/Attractive/ Maintained	42%
Teachers Well Qualified Academically	37%
Use School Evaluations for Improvement	33%
Good Parent Involvement	31%
Integration and Utilization of Culture	30%
Good Written Curricula	20%
School Board Involved and Knowledgeable	14%

TABLE 2

MAJOR IMPROVEMENTS NEEDED

PERCENT OF THE 91 SCHOOLS MONITORED IN FY 91 AND 92 NEEDING THE IMPROVEMENTS

MAJOR IMPROVEMENTS NEEDED	PERCENT OF SCHOOLS
Develop Student-Outcomes	51%
Develop Written Curriculum	45%
Upgrade Facilities	42%
Do Comprehensive Needs Assessment	40%
Provide Teacher Training in Current Techniques	38%
Write School Improvement Plan	37%
Increase and Improve Counseling Services	31%
Write More Adequate Mission & Goals	30%
Integrate Culture Into Curriculum	27%
Improve Parent Involvement	26%
Upgrade Libraries	24%

SUMMARY OF THE RESULTS OF THE FY 1992 ANNUAL EDUCATION SURVEY OF THE ELEMENTARY AND SECONDARY SCHOOL FUNDED BY THE BUREAU OF INDIAN AFFAIRS

I. PROGRAM PROFILE

Legislation

Section 1136 of P.L. 95-561, The Education Amendments of 1978, as amended, requires a report to the Congress on the state of education within the Bureau of Indian Affairs (BIA).

Program Description

The purpose of data collection is to provide baseline school-year/program-year information regarding the state of the education programs funded and operated by the Bureau of Indian Affairs. Currently, certain data is collected for the elementary and secondary schools funded by the BIA.

Data is collected utilizing an Annual Education Survey questionnaire which has been sent to each Bureau funded school for the past 2 years, including the 1992 fiscal year. This information is used by the Office of Indian Education Programs to update and maintain a current system-wide database of basic school-level information useful for identifying problem areas, deficiencies and needs, for justifying program change, and for preparing the Annual Education Report to the Congress as required by P.L. 95-561.

II. FY 1992 PROGRAM INFORMATION AND RESULTS

Program Services and Activities

Established in FY 1990, the Branch of Research and Policy Analysis has been responsible for the collection of data relative to the programs funded and/or operated by the Bureau. As an initial step in establishing a database of information, this branch developed a questionnaire to be completed by the K through 12th grade schools funded by the Bureau. The types of information collected in the Annual Education Survey include the following:

- principal retention (number of years at the school, when previous principal left and reasons for leaving, and training needs);
- teacher and teacher aide numbers by program, student/teacher ratios and high school classloads, teacher and other professional staff vacancies, and teacher training needs;

- o student enrollment, retention, transfers in and out of the schools, and drop out or school leaving rates;
- o average daily membership; average daily attendance;
- o graduation rates for schools with 9-12th grade programs; and
- o student academic achievement.

This branch is also responsible for writing, editing, coordinating and submitting the Annual Education Report to the Congress and for making copies of same available to each Indian tribe, Alaska Native village, school board, school, and Bureau line offices. Copies are also available, upon request.

Program Accomplishments

The purpose of this narrative is to present the results and findings of the FY 1992 Annual Education Survey of the Kindergarten through 12th grade schools funded by the BIA.

Of the 184 Bureau funded schools, 172 schools completed all or part of the FY 1992 survey questionnaire. The data from each school was entered into a database for the purpose of facilitating the analysis and reporting the results of the survey. There were ten schools which did not return a questionnaire..

The summary and tables of the results of the FY 1992 Annual Education Survey are included below in section V. SUMMARY AND TABLES OF RESULTS.

III. OTHER PLANNED STUDIES

It is planned that pertinent data will be collected each year from each elementary and secondary school. With the collection of FY 1992 data, the results of which are presented here, a database of baseline of selected data has been established from which future data may be compared.

IV. CONTACTS FOR FURTHER INFORMATION

Chief, Planning, Oversight, and Evaluation: Dr. James Martin, (202) 208-3550.
Chief, Branch of Research and Policy Analysis: John A. Reimer, (202) 208-3562.

V. SUMMARY AND TABLES OF RESULTS

1. FY 1992 STUDENT ENROLLMENT, RETENTION, TRANSFERS AND DROPOUTS

172 Bureau funded schools out of a total of 184 schools reported student enrollment data presented here. This report includes data from 145 K-8 school and fifty eight schools with 9-12 programs, some of which are K-12 schools; thus, these K-12 schools are counted as both K-8 and 9-12 schools. Also included in this data are six 7-12 schools and 9 peripheral dormitory schools.

Although some schools reported student counts for Fall 1991 count week which were either higher or lower than their official student count, the overall number of students, based on the questionnaire data reported by the schools, was 5 students higher than the calculated official count, i.e, - 39,594 students for the official count compared to 39,589 students for the reported count. This represents a percentage difference of .0001 between their overall official student count and their reported student count.

Specifically, of the 172 schools that reported enrollment data, 36 schools reported total of 96 fewer students than their total official student count and 22 schools reported a total of 101 more students than their total official student count.

The official student count, being a static number determined during a one-week period in September, does not necessarily reflect the actual number of students enrolled in a school at any given point in time, as schools experience regular student transfers and enrollments. Many Bureau funded schools also enroll students who are not counted such as the children of non-Indian teachers.

Based on these considerations and given that the total discrepancy represented 5 students overall, it was determined that the data the 172 schools provided were sufficiently accurate and, thus, useful for determining retention, transfer, and dropout rates for these schools.

Table 1, which follows, represent the aggregate data reported from the 172 schools for the 1991-1992 school year. Specifically, Table 1 shows aggregate Fall 1991 enrollment, transfers in and out of school, and dropout data from all 172 schools that submitted enrollment data.

A. SUMMARY OF SCHOOL DATA AND TABLES

TABLE 1

ALL SCHOOLS (N=172)
SCHOOL YEAR 1991-1992 STUDENT ENROLLMENT STATISTICS

	1	2	3	4	5
	Reported Student Count During Count Wk.	# Students Enrolled at End of Year	# Additional Students Enrolled	# Students Transferred Out During Yr	# Students Who Dropped Out During Year
Gr	# of Students	# of Students	# of Students	# of Students	# of Students
K	4,411	4,334	383	419	41
1	4,183	4,169	370	375	9
2	3,714	3,653	310	365	6
3	3,483	3,421	278	337	3
4	3,210	3,132	295	339	34
5	3,041	2,973	282	317	33
6	2,921	2,825	326	364	58
7	2,667	2,506	367	415	113
8	2,674	2,483	379	462	108
9	3,150	2,674	844	861	459
10	2,472	2,013	367	541	285
11	1,954	1,633	261	345	237
12	1,714	1,496	183	192	209
Totals	39,594	37,312	4,645	5,332	1,595

NOTE: *Column 2 "# Students Enrolled at End of Year" is calculated by adding column 3 to column 1 and subtracting columns 4 and 5.*

Column 5 – "Students Who Dropped Out During Year", or more appropriately "School Leavings", are termed "event rates" by the National Center for Education Statistics. It is a measure of the proportion of students who drop out in a single year without completing high school.

TABLE 2

END OF YEAR ENROLLMENT* FOR SCHOOL YEAR 1991-1992
(percent of original ISEP enrollment - 39,594)

	N=172 ALL SCHOOLS includes peripheral		N=163 ALL SCHOOLS excludes peripheral		N=9 PERIPHERAL DORM SCHOOLS ONLY	
GRADES	NUMBER ENROLL	YEAR END % ENROLLED	NUMBER ENROLL	YEAR END % ENROLLED	NUMBER ENROLL	YEAR END % ENROLLED
K	4,334	98%	4,290	99%	44	66%
1	4,169	99%	4,155	99%	14	67%
2	3,653	98%	3,631	99%	22	69%
3	3,421	98%	3,402	99%	19	59%
4	3,132	98%	3,101	98%	31	67%
5	2,973	98%	2,939	98%	34	83%
6	2,825	97%	2,798	97%	27	63%
7	2,506	94%	2,457	94%	49	83%
8	2,483	93%	2,449	93%	34	63%
9	2,474	85%	2,452	85%	222	80%
10	2,013	81%	1,850	82%	163	81%
11	1,633	84%	1,495	84%	138	80%
12	1,496	87%	1,362	87%	134	93%

* ***These percentages may also be considered as retention rates.***

AVERAGE RETENTION RATES

ALL SCHOOLS:

N=172 ALL GRADES 93.1%
N=150 GRADES K-8 97%
N= 58 GRADES 9-12 84.3%

ALL SCHOOLS EXCLUDING PERIPHERAL SCHOOLS:

N=163 ALL GRADES 93.5%
N=145 GRADES K-8 97.3%
N= 54 GRADES 9-12 84.3%

PERIPHERAL SCHOOLS ONLY:

N=9 ALL GRADES 73.4%
N=5 GRADES K-8 68.9%
N=4 GRADES 9-12 83.6%

SUMMARY OF TABLE 2 - END OF YEAR ENROLLMENT

172 out of 184 Bureau funded schools reported end-of-school-year enrollment data. The overall end-of-school-year 1992 enrollment of these 172 schools, compared to their September 1991 reported enrollment, was 93.1%.

The 150 K-8 schools, overall, show an end-of-year-enrollment compared to their Fall 1991 reported enrollment of 97%.

The 58 9-12 schools, overall, show an end-of-year-enrollment compared to their Fall 1991 reported enrollment of 84.3%.

The end-of-year-enrollment, as a percentage of their reported initial Fall 1991 enrollment, for all 172 schools, increases slightly (from 93.1% to 93.5%) when the peripheral dorm schools are excluded. The increase is not great, however.

The peripheral dorm schools, however, show significantly lower percentages, especially in the K-8 grades; although the 12th grade shows a higher percentage (93%) for the peripheral schools than for the rest of the schools (89%).

The significance of this lower end-of-year-enrollment (73.4%) for the peripheral schools is an indication that the 9 peripheral schools are losing more students to transfers or drop outs than are those students transferring in, when compared to the rest of the schools (93.5%).

In summary, the K-6 end-of-year-enrollment, for all schools, averaged 98% of the Fall 1991 reported enrollment. For the peripheral dorm schools, however, the average was 68%.

For all schools, beginning at the 7th grade, the end-of-year-enrollments, as a percentage of their Fall 1991 enrollment, drops to 94%, with the low being the 10th grade at 81% and rising to 87% at the 12th grade.

The number of students reported by the 172 schools who were enrolled during the Fall of 1991 shows a decrease in student number as the grade-level increases; thus, kindergarten shows the greatest number of students at 4,411 students to 1,714 students at the 12th grade.

TABLE 3

STUDENT TRANSFERS IN TO BUREAU SCHOOLS FOR SCHOOL YEAR 1991-1992

GRADES	N=172 ALL SCHOOLS includes peripheral # TRANSF IN	% TRANSF IN	N=163 ALL SCHOOLS excludes peripheral # TRANSF IN	% TRANSF IN	N=9 PERIPHERAL DORM SCHOOLS ONLY # TRANSF IN	% TRANSF IN
K	383	8.7%	382	8.8%	1	1.5%
1	370	8.9%	366	8.8%	4	19.0%
2	310	8.4%	303	8.2%	7	21.9%
3	278	8.0%	271	7.9%	7	21.9%
4	295	9.2%	289	9.1%	6	13.0%
5	282	9.3%	271	9.0%	11	26.8%
6	326	11.2%	312	10.8%	14	32.6%
7	367	13.8%	339	13.0%	28	47.5%
8	379	14.2%	359	13.7%	20	37.0%
9	844	26.8%	820	28.6%	24	8.6%
10	367	14.9%	347	15.3%	20	9.9%
11	261	13.4%	243	13.6%	18	10.4%
12	183	10.7%	172	11.0%	11	7.6%
	4,645		4,474		171	

AVERAGE TRANSFERS IN

ALL SCHOOLS:

N=172 ALL GRADES	**12.1%**
N=150 GRADES K-8	**10.2%**
N=58 GRADES 9-12	**16.5%**

ALL SCHOOLS EXCLUDING PERIPHERAL SCHOOLS:

N=163 ALL GRADES	**12.1%**
N=145 GRADES K-8	**9.9%**
N= 54 GRADES 9-12	**17.1%**

PERIPHERAL SCHOOLS ONLY:

N=9 ALL GRADES	**19.8%**
N=5 GRADES K-8	**24.6%**
N=4 GRADES 9-12	**9.1%**

TABLE 4

STUDENT TRANSFERS OUT OF BUREAU SCHOOLS FOR SCHOOL YEAR 1991-1992

	N=172 ALL SCHOOLS includes peripheral		N=163 ALL SCHOOLS excludes peripheral		N=9 PERIPHERAL DORM SCHOOLS ONLY	
GRADES	# TRANSF OUT	% TRANSF OUT	# TRANSF OUT	% TRANSF OUT	# TRANSF OUT	% TRANSF OUT
K	419	9.5%	414	9.5%	5	7.5%
1	375	9.0%	364	8.7%	11	52.4%
2	365	9.8%	348	9.5%	17	53.1%
3	337	9.7%	317	9.2%	20	62.5%
4	339	10.6%	318	10.1%	21	45.7%
5	317	10.4%	299	10.0%	18	43.9%
6	364	12.5%	334	11.6%	30	69.8%
7	415	15.6%	380	14.6%	35	59.3%
8	462	17.3%	426	16.3%	36	66.7%
9	861	27.3%	806	28.1%	55	19.8%
10	541	21.9%	499	22.0%	42	20.8%
11	345	17.7%	314	17.6%	31	17.9%
12	192	11.2%	177	11.3%	15	10.4%
	5,332		4,996		336	

AVERAGE TRANSFERS OUT

ALL SCHOOLS;

N=172 ALL GRADES 14.1%
N=150 GRADES K-8 11.6%
N=58 GRADES 9-12 19.5%

ALL SCHOOLS EXCLUDING PERIPHERAL SCHOOLS:

N=163 ALL GRADES 13.7%
N=145 GRADES K-8 11.1%
N= 54 GRADES 9-12 19.8%

PERIPHERAL SCHOOLS ONLY:

N=9 ALL GRADES 40.8%
N=5 GRADES K-8 51.2%
N=4 GRADES 9-12 17.2%

SUMMARY OF TABLES 3 AND 4 - TRANSFERS IN AND OUT OF THE SCHOOLS

ALL SCHOOLS

Students transferring out (5,332) of the all Bureau funded schools was slightly greater than students transferring in (4,645) by 687 students.

Student transfers in to the 172 schools was 12.1% of their reported Fall enrollment figure and transfers out of these schools was 14.1% of their reported Fall enrollment.

The 8th grade (14.2% in and 17.3% out), 10th (14.9% in and 21.9% out) and 11th grade (13.4% in and 17.7% out) show the greatest percentage of students transferring out over those transferring in.

In summary, transfers of students out of the Bureau funded schools exceeds the numbers of students transferring in to the school, especially for the peripheral dorm school's lower grades.

Also, transfers of students out of the Bureau funded schools exceeds the numbers of students dropping out of school, by a considerable degree, especially for the lower grades.

Grades 9 through 12 show the greatest percentage of transfers in (16.5%) and transfers out (19.5%).

ALL SCHOOLS EXCLUDING PERIPHERAL DORM SCHOOLS

As expected, the overall student transfers in and out of all 172 schools, compared all 163 schools excluding the peripheral dorm schools, do not vary significantly. This is, in part, because the peripheral schools represent a relatively small number of the total students in the survey.

PERIPHERAL DORM SCHOOLS ONLY

Comparing the percentage of student transfers in for all schools and for peripheral schools only, the peripheral schools show, on average, a 2 to 3 times greater rate in grades 1 through 8 and much lower rates in grades 9 and 10, with somewhat lower rates in grades 11 and 12.

Comparing the percentage of student transfers out for all schools and for peripheral schools only, the peripheral schools show, on average, a 4 to over 6 times greater rate in grades 1 through 8 and much lower rates in grades 9 and 10, with similar rates in grades 9 and 12.

In summary, the 9 peripheral dorm schools show a much greater movement of schools in and out of their schools during the 1991-92 school year. This is especially true for transfers out for the elementary grades 1 through 8.

Specifically, transfers out of the peripheral schools is 40.8% for all grades, yet 51.2% for just the K-8 grades. Over one half of the 1st through 8th grade students who enrolled in the Fall of 1991 have left by the end of the school year.

As for the four peripheral schools with 9-12th grade programs, their "transfers in" percentage was much lower (9.1%) than that of "all schools" with 9-12th grade programs (16.5%). Their "transfers out" were somewhat lower (17.2%) than the percentage for "all schools" with 9-12th grade programs (19.5%).

TABLE 5

DROPOUTS OR SCHOOL LEAVING RATES FOR SCHOOL YEAR 1991-1992

	N=172 ALL SCHOOLS includes peripheral		N=163 ALL SCHOOLS excludes peripheral		N=9 PERIPHERAL DORM SCHOOLS ONLY	
GRADES	# DROPPED OUT	% DROPPED OUT	# DROPPED OUT	% DROPPED OUT	# DROPPED OUT	% DROPPED OUT
K	41	<1%	22	<1%	19	28.4%
1	9	<1%	9	<1%	0	0%
2	6	<1%	6	<1%	0	0%
3	3	<1%	3	<1%	0	0%
4	34	1%	34	1%	0	0%
5	33	1%	33	1%	0	0%
6	58	2%	58	2%	0	0%
7	113	4%	110	4.2%	3	5.1%
8	108	4%	104	4%	4	7.4%
9	459	14.6%	434	15.1%	25	9.0%
10	285	11.5%	268	11.8%	17	8.4%
11	237	12.1%	215	12.1%	22	12.7%
12	209	12.2%	203	12.9%	6	4.2%
	1,595		1,499		96	

AVERAGE DROPOUT OR SCHOOL LEAVING RATES FOR A SINGLE YEAR

ALL SCHOOLS;

N=172 ALL GRADES 4.9%
N=150 GRADES K-8 1.5%
N=58 GRADES 9-12 12.6%

ALL SCHOOLS EXCLUDING PERIPHERAL SCHOOLS:

N=163 ALL GRADES 5.0%
N=145 GRADES K-8 1.3%
N= 54 GRADES 9-12 13.0%

PERIPHERAL SCHOOLS
ONLY:

N=9	**ALL GRADES**	**5.8%**
N=5	**GRADES K-8**	**4.5%**
N=4	**GRADES 9-12**	**8.6%**

SUMMARY OF TABLE 5 - DROPOUT/SCHOOL LEAVING RATES

ALL SCHOOLS

The FY 1992 questionnaire asked the schools to list the number of dropouts during the school year based on who they considered as a dropout, i.e. - did not, to the best of their knowledge, enroll in another school. Their number is, at best, an "educated guess" or estimate based on personal knowledge of the status of a given student by school staff. Particularly, at the upper high school level, if a student listed as a dropout subsequently enrolled in a GED program, the school in many cases would not know this.

Given these factors, the overall dropout percentage was 4.9% for all grade levels, with 172 (including 9 peripheral dorms where students attend public schools) out of 184 schools reporting.

The 54 schools with 9-12th grade programs (high schools) reported the greatest number of dropouts, at 12.6%, overall, with the 9th grade showing the greatest percentage at 14.6%.

The reported dropouts generally increased as the grade level increased. From the 6th to the 7th grade through the 12 grade, there was great increase in the numbers of dropouts, with the 9th grade showing the largest number of dropouts at 459 students.

Note in Table 1 that there are an unusually large number of dropouts at the kindergarten level of 41 students as compared to the other primary and elementary grades. There is one peripheral dorm school which indicated a total of 19 kindergarten drop outs during the 1991-1992 school year (Pinon Community School in Chinle Agency, Arizona). This accounts for almost 50% of the total of all dropouts for all schools with kindergarten programs.

ALL SCHOOLS EXCLUDING PERIPHERAL DORM SCHOOLS

The overall student dropout or school leaving rate do not vary significantly for all 172 school compared to the 163 schools' rate with the peripheral dorm schools taken out (see previous page). This is, in part, because the peripheral schools represent a relatively small number of the total students in the survey.

PERIPHERAL DORM SCHOOLS ONLY

The five K-8 peripheral dorm schools show a higher dropout rate of 4.5% compared to all the other K-8 schools (1.3%).

Note, however, that the 4 peripheral schools with 9-12 programs show a lower drop out or school leaving rate of 8.6% compared to all the other 9-12 schools which show a rate of 12.6%.

In summary, the K-8th grade students show a low dropout rate of 1.5%. This is not surprising. The five K-8 peripheral dorm schools show a higher 4.5% dropout rate.

Finally, the 58 schools with 9-12th grade programs show a 12.6% dropout rate. Excluding the 4 peripheral dorm schools with 9-12th grade programs, the 54 remaining high schools show a 13% dropout rate, while the 4 peripheral dorms show an 8.6% dropout rate for the 1991-1992 school year.

B. COMPARISON WITH THE NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) DROP OUT DATA

The NCES most recent study of high school drop outs completed in 1991 (Drop Out Rates in the United States: 1991) represents a sample of 348,000 students ages 15 through 24 years in grades 10 through 12.

The following dropout results of this study offers some baseline data which may be used as a indicator for comparison with the data presented above, keeping in mind that the NCES "event" drop out rates do not include 9th grade students as our data does.

Two important factors need to kept in mind when comparing our data with the NCES data: (1) past studies show that 9th grade students tend to dropout also and at relatively high rates; and (2) event dropout (single year) rates, as presented here, do not necessarily reflect the fact that some "dropouts" actually transfer to other schools and that a number of "dropouts" from one school year return to school the next school year.

	Event Dropout Rate	School Retention Rate
By Race/ethnicity: *		
Overall Average	4.0	96.0
White Non-Hispanic	3.2	96.8
Hispanic	6.0	94.0
Black Non-Hispanic	10.2	89.8
By Family Income:		
Low Income Level	10.6	89.5
Middle Income Level	4.0	96.0
High Income Level	1.0	99.0

* *Native American students were not identified in the NCES event dropout study.*

For comparison purposes, the dropout rate for the 10th through 12th grade students in the 54 Bureau funded schools with 9-12th grade programs who reported data for FY 1992 was 12.3% and their retention rate was 84.3%.

Note the Low Income dropout rate of 10.6% in above table. If low income level is an indicator for prospective student dropout from school, then it is indicative that most of the students enrolled in Bureau funded schools come from low income families as documented by the percentage of students who are eligible for the USDA breakfast and lunch program, which in many Bureau schools, is 99 to 100% of the students.

In summary, it appears that the single-year dropout rate for the high school students in the 172 Bureau funded schools is not that much greater than the NCES rate for other low income level students in public schools. Keep in mind that the dropout rates from the off-reservation boarding schools and other boarding schools with high school programs are included in our results; whereas the NCES sample of public schools represent day schools. Significantly, school staff in these boarding schools maintain that many of their high school students are already considered very "high risk" students when they enroll in these schools.

C. SCHOOL PERCEPTIONS OF STUDENT DROPS OUT AND TRANSFERS AS A PROBLEM IN THEIR SCHOOL AND AREA

Included in the FY 1992 Annual Education Survey to the Bureau funded elementary and secondary schools were several questions regarding the school's perception of the student drop out and transfer problem in their area. The responses are summarized below.

51 (including 5 peripheral dorms who have high school students attending nearby public schools) out of the 58 schools with 9-12 programs, who responded to the questionnaire, also responded by answering all or some of the following questions.

1. Are there a large number of Indian students who drop out of school and who do not graduate and/or receive a high school diploma in your area?

34 said Yes
15 said No
2 did not respond

If you answered "yes" to this question:

6 said "Most do not graduate and/or receive a high school diploma"
25 said "Some do not graduate and/or receive a high school diploma"
2 said "Few do not graduate and/or receive a high school diploma"

2. Are there a large number of Indian students who drop out of school, but who eventually graduate and/or receive a high school diploma in your area?

29 said Yes
18 said No
4 did not respond

If you answered "yes" to this question:

6 said "Most graduate and/or receive a high school diploma"
13 said "Some graduate and/or receive a high school diploma"
10 said "Few graduate and/or receive a high school diploma"

3. Are student drop outs and student transfers in and out of your school a serious problem?

25 said " Transfers more than drop outs"
16 said "Drop outs more than transfers"
4 said " Neither are a problem"
6 did not respond to this question

4. Are drop outs are a serious problem in your school?

33 said No
17 said Yes
1 did not respond

5. Are transfers in and out of your school a serious problem?

26 said No
24 said Yes
1 did not respond

SUMMARY OF PERCEPTIONS

34 schools, or 69% of 49 schools who responded, indicated that a large number of their students who drop out do not graduate or receive a high school diploma in their area.

29 schools or 62% of 47 schools who responded, indicated that a large number of their students who drop out eventually graduate or received a high school diploma in their area.

25 schools or 56% of 45 schools who responded, indicated that transfers in and out of their schools are a more serious problem than student drop outs.

17 schools, or 34% of 50 schools who responded, indicated that drop outs are a serious problem in their school. 33 schools or 66% said it was not a problem.

24 schools, or 48% of 50 schools who responded, indicated that transfers in and out of their school are a serious problem and 26 schools. 52% said it was not a problem.

In summary, the perception of the a majority of the 51 schools with 9-12th grade programs who responded to these questions is that:

- A large number of Indian students who drop out of school do not graduate and/or receive a high school diploma in their area.

- A large number of Indian students who drop out of school eventually graduate and/or receive a high school diploma in their area. This seems contradictory to number 1 above; however, for question 2 on the previous page, 29 out of 51 responses indicted this.

- Question 2 on the previous page does, however, go on to ask, "If you answered yes to question 3" did most, some, or few "graduate and/or receive a high school diploma"? The responses were that only 6 said "most" ; 13 said "some"; and 10 said "few".

- Transfers are perceived to be more of a problem than drop outs in their school.

2. FY 1992 GRADUATION AND DROPOUT RATES FOR SCHOOLS WITH 9TH THROUGH 12TH GRADE HIGH SCHOOL PROGRAMS - A COHORT STUDY

The graduation data and results reported below are based on the Annual Education Survey for FY 1992 completed by 11 schools with 9 through 12th grade programs.

This portion of the Annual Survey represents a "cohort study" of graduation, transfer and drop out rates over a 4 year period, from 1988 through 1992. This cohort study required the schools to track the same students enrolled in the Fall of 1988 through the 1991-92 school year.

TABLE 1

GRADUATION AND DROPOUT NUMBERS FOR SCHOOLS WITH 12TH GRADE PROGRAMS

(N=11 schools)

Type of School	9th Grade Enrollment in Fall 1988	# of 9th Grade Who Did Not Graduate 1991-92	# of 9th Grade Who Graduated in 1991-92	# of 9th Grade Who Transf. Out & Graduated	# of 9th Grade Who Dropped Out & not Graduated	# of 9th Grade Whose Status is Unknown
1. K-12	17	2	2	0	0	13
2. K-12	31	2	9	5	6	9
3. K-12	24	1	15	8	0	0
4. 7-12	77	6	42	4	20	5
5. 9-12	10	0	3	1	6	0
6. K-12	19	2	7	1	9	0
7. 7-12	10	0	0	1	3	6
8. K-12	14	2	8	0	3	1
9 K-12	21	2	6	3	5	5
10. K-12	68	0	14	1	2	51
11. 7-12	115	2	48	49	3	13
TOTALS	406	19	154	73	57	103

Explanation of Sample

A total of 54 schools with 9-12th grade programs (including 6 peripheral dorms) responded to the Annual Education Survey for FY 1992.

Excluding the 6 peripheral dorms, forty seven schools with 9-12th grade programs responded to all or some of the 6 items at the top of columns 2 through 7 of Table 1 above.

Of these 47 schools only 11 (8 day and 3 boarding schools) of these schools with 9-12th grade programs accurately completed the six items listed in Table 1 above. In other words, these 11 schools' figures in columns 3 through 7 of Table 1 add up to the number of 9th grade students they enrolled in 1988 (column 2).

Thus, for the 36 schools which did not answer all 6 items or whose figures did not add up to their original enrollment in the Fall of 1988, it appears that these high schools do not have the necessary information and records to respond to student transfers and dropouts over the four year period needed for a cohort study.

None of the off-reservation boarding schools and only two 9-12 schools and one 7-12 school (the remainder were K-12 schools) were able to provide complete and accurate graduation, drop out, and transfer data on the original 9th grade students who enrolled during count week in 1988 for the 4 year period.

SUMMARY OF THE COHORT STUDY OF GRADUATION AND DROPOUT RATES

INTRODUCTION

This cohort study was designed to follow a student enrolled in a Bureau funded school from the 9th grade through a four year period (1988-1992), up through the 12th grade and graduation or dropout. This method provides a different, and to some researchers, a more realistic dropout rate than an "event" dropout rate which shows a dropout rate for a single year - i.e., current 12th grade students.

Event dropout rates are the rates usually reported by schools. Event dropout rates, however, do not account for student attrition over the typical four high school years. Thus, by the 12th grade, many of the "true" dropouts have already occurred.

The term "high school dropout" has become synonymous with a person who has not graduated from high school; yet a student who has been counted as having dropped out of school one year, may re-enroll at another school the same year or the following year and graduate.

A large problem concerning the determination of any type of dropout rate, therefore, involves those student who have left a school and whose status is not known. These students typically inflate a dropout rate for a school as they may be considered a dropout, yet have subsequently enrolled in another school and graduated, or enrolled in a GED program and eventually received a high school diploma.

Twelfth grade graduation rates may be somewhat deceiving in terms of the percentage of students graduating from a given 12th grade class. In other words, there will be a number of students who do not graduate from a given school because they have transferred out of the school, seniors who failed to receive enough credits to graduate, seniors who must attend summer school, or juniors who became seniors during the school year. Most of the students in these situations will graduate at some future time.

Finally, a dropout rate cannot be derived based a graduation rate - i.e., based on the number of students who did not graduate.

SUMMARY OF THE FY 1992 COHORT STUDY RESULTS

Only 11 out of the 54 schools with 9-12th grade programs that responded to the FY 1992 Annual Education Survey were able to provide complete data, and whose figures accounted for dropouts, transfers, and those students whose status were unknown. In other words, all the figures these 11 schools provided "added up" to account for all of the original students they reported as 9th graders in 1988.

Of the 406 ninth grade students reported enrolled in the 11 schools in the cohort study during count week of 1988:

- 56% (227 students) graduated from the school that they were enrolled in during count week of 1988 or transferred to another school and graduated;
- 5% (19 students) did not graduate (these are students who were in the same school they enrolled in during count week of 1988 and who will eventually graduate);
- 18% (73 students) transferred to another school and graduated from that school;
- 14% (57 students) were reported to have dropped out of school and had not graduated from high school; and
- 25% (103 students), the status of whom was unknown, by the 11 schools.

In summary, according to the data from these 11 schools, a total of 56% of the original 9th grade students who enrolled in 1988 graduated in 1992 and another 5% will eventually graduate.

Another 18% of these students graduated from another school which they transferred to some time after the Fall of 1988.

There were 25% of the original 9th graders whose status is unknown. It is safe to say that a number of these 103 students also graduated.

Finally, the data provided by the 11 schools with 9-12th grade programs show that 57 or 14% of the original 406 students dropped out of school and did not graduate from high school.

Keep in mind that the above results thus represent the data from the 11 schools and do not represent or reflect the graduation or dropout rates of the other Bureau funded schools with 9-12th grade programs.

COMPARISON OF BIA COHORT STUDY RESULTS WITH THE NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) COHORT STUDY RESULTS

The NCES most recent longitudinal study of 1988 (Drop out Rates in the United States: 1991), followed students in the eighth grade to the 10th grade in a cohort study of a sample of 24,599 8th grade students. The dropout results of this study offers some baseline data which may be used as an indicator for comparison with the data presented above, keeping in mind that this study only followed these students to the 10th grade and not through the 12th grade.

	Cohort Dropout Rate	School Retention Rate
Asian/Pacific Islander	4.0	96.0
White Non-Hispanic	5.2	94.8
Native American	9.2 \1	90.8
Hispanic	9.6	90.4
Black Non-Hispanic	10.2	89.8
Overall Average	6.8	93.2

\1 The sample of Native American students was 88 students, which, as NCES indicated in their study, was a very small sample. Such a small sample is not considered representative of Native American students as a whole.

For comparison purposes, 57 students or 14% of the original 406 students in the 11 Bureau funded schools dropped out during the 4 year period of 1988 through 1992.

Note that if the NCES cohort study had followed their sample of students through the 12th grade, or for 4 years instead of 2 years, the dropout rates would have increased by an unknown percentage as attrition is known to occur in the 11th and 12th grades.

Finally, the manner in which dropout data is collected - event, cohort or status dropout studies - will provide different dropout rates at a given school. Using different data collection periods such as 12 months as opposed to 9 months; how school staff decide what and who is considered a dropout (it usually comes down to the accuracy of their recollections); the completeness of the school records on student status, especially if the student is no longer enrolled a the school; and the issue of student transfers and student movement all play a role in the determination of a high school dropout rate for a school.

3. FY 1992 STUDENT ACADEMIC ACHIEVEMENT TESTING PROGRAM RESULTS

A. INTRODUCTION

Standardized, nationally-normed achievement tests are to be administered to all students during the Spring of each school year and in the Fall. Many schools, however, have obtained a waiver from the OIEP to test only in the Spring. Schools are required to report only Spring scores to the OIEP.

Special Education students are tested based at their level of proficiency (out of grade level if necessary) and their tests are scored separately.

The student answer sheets/booklets are sent to the test publisher for scoring. The test results are then sent back to each school.

Since the tests measure the acquisition of academic-related skills taught in our schools, the test results provide school staff a "national norm" to help them compare the achievement of their students with that of other students across the country. Thus, student achievement test scores are one indicator of student progress in mastering the academic skills identified in the test.

There are other ways to assess student progress such as performance-based assessments in which students demonstrate their skills and knowledge on non-timed, non-multiple choice questions, in which, for example, reading, writing and other skills are assessed by students demonstrating them in a more comprehensive and less time-driven format.

Basic academic skills as well as the advanced skills of Reading Comprehension, Language Expression, Math Concepts and Application, and, in some tests, Study Skills, are assessed by the tests.

The Chapter 1 program also requires that participating schools test the academic achievement of students each spring. Each schools' test results, averaged by grade level, are requested by the OIEP. The scores requested are the derived scores commonly referred to as Normal Curve Equivalent,(NCE). Every Bureau funded school operates a Chapter 1 program and thus is required to test Chapter 1 students and report the results to the OIEP.

In the Spring of 1992, 155 out of 170 elementary and secondary schools operating a second grade or above academic program reported results utilizing four (4) nationally-normed achievement tests.

They are:

1. California Achievement Test (CAT);
2. Comprehensive Tests of Basic Skills (CTBS);
3. Stanford Achievement Test (SAT); and the
4. Iowa Test of Basic Skills (ITBS).

Although using four different tests, normed with different sample populations of students, poses comparability problems when comparing results from one test to another, all the tests report student scores using a common derived score; the Normal Curve

Equivalent (NCE) which is an equal interval score on a scale from 0 to 100.

Also, although school-by-school comparisons of grade level scores may seem appropriate, the use of different tests still makes valid comparisons a problem when making comparisons between schools that use different achievement tests.

Finally, in previous years the OIEP purchased the Spring test results of each school from the test publisher of the CAT and the CTBS as well as a Narrative Evaluation of Test Results. Due to the costs, the results and report were not purchased for FY 1992. All school, grade level achievement test score data is compiled by the Branch of Research and Policy Analysis, OIEP.

B. RESULTS OF SPRING 1992 TESTING

As stated earlier, the current Bureau regulations allow schools to select the achievement test they prefer as long as it meets the criteria within the regulations. Comparing the student and group test scores/results from different tests poses a problem in that each of the three tests used were normed at different times within the last decade and used different norming populations of students. The tests, although each measures academic achievement, are not considered congruent tests. In other words, each achievement test is a discrete test with certain and unique characteristics; thus any comparison of scores made between tests should recognize the problems associated with comparability and that aggregating or combining the results of different tests is, in a strict statistical sense, not appropriate.

The CTBS/4 is the updated version of the CTBS/U and the test scores of students who were given the CTBS/4 during the Spring of 1990 and 1991 generally show a decline from the previous spring. These lower scores are not surprising and are expected as this test represents a newer version with modified items and was normed within a more recent population of students than the CTBS/U. Thus, it can be considered a more difficult test than the older version. Note that in 1992, the CTBS scores increased by 3 tenths of a point from 32.5 NCEs in 1991 to 32.8 NCEs in 1992.

Although this does not seem like a great increase, the 1992 aggregate score does represent approximately 3,700 more student score than in 1991 and the trend toward gradual yearly increases in overall student score is evidenced here.

The CAT was also updated and renormed in 1991. The new test was used by Bureau schools in FY 1992. Overall test scores dropped to 37.2 NCEs in 1992, from 38.4 NCEs in FY 1991.

As seen in Table 2, the numbers of schools and students differ greatly by the test taken. In FY 1992, the SAT was administered at 19 schools (3,075 students tested) as compared to the CAT which was administered at 51 schools (7,174 students tested), the CTBS/4 administered at 84 schools (13,984 students tested), and the ITBS which was administered at 1 school (40 students tested).

TABLES 3 through 5 show aggregate grade level scores (Weighted Mean Normal Curve Equivalents) and the number of students tested for each of the three tests (excluding the ITBS which was administered a only one school) used by the schools.

The Weighted Mean Normal Curve Equivalent for each grade across all of the tests in Tables 3 through 5 fall mostly within the range of the lower - to mid - to upper - 30 NCE's:

- The CAT results (Table 3) show the highest scores across all grades (mid- to upper-30's).

- The CTBS/4 test results (Table 4) being in the low-30's to the mid-30's.

- The SAT grade level scores (Table 5) show the lowest results (upper-20's to low-30's).

Overall, each grade level score within each test falls below the national norm of 50 NCE's which coincides with the 50th Percentile. The 50th percentile is the mid-point score around which it is predicted that most student test scores are expected to cluster, based on the test's norming process. In other words, it is the percentile at which the majority of students are expected to score at, or near.

Thus, regardless of the test used, the students for whom we have test results, overall, scored somewhat- to well-below the norm in terms of what the average student would be expected to score on a given test.

C. HIGHEST SCORES BY GRADE LEVEL

- In FY 1991, the 12th grade scores for each of the three tests show high scores as compared to the other grade levels. In FY 1992, no particular grade level stands out. The 6th grade represents the high score for the CAT at 38.92 NCEs; the 10th grade represents the high score for the CTBS at 39.21 NCEs; and the 11th grade represents the high score for the SAT at 32.51 NCEs.

- In FY 1992, the 6th grade students who took the CAT (Table 3) again scored higher than the other grades during FY 1992 (38.92 NCEs), just as they did in FY 1991 (40.33 NCEs).

- The 9th (36.48 NCEs) and 10th (39.21 NCEs) grade students who took the CTBS (Table 4) also scored higher than the other grade levels in 1992, just as they did in FY 1991.

- The 4th (31.28 NCEs), the 10th (31.64 NCEs) and the 11th (32.51 NCEs) grade students who took the SAT (Table 5) scored higher than the other grade levels in 1992. In FY 1991, the 10th (32.35 NCEs) and 12th (32.1 NCEs) grade students who took the SAT scored higher than the other grade levels who took the test.

- In 1992, the 10th grade scored higher than the other grade levels who took the SAT.

Table 6 shows the numbers of students for which there are test scores compared to total Bureau enrollments from 1986 to 1992.

Finally, there are many reasons individual test scores fall below the norm. Some of the reasons relative to our schools are:

- "test-wiseness" - Students, especially in the lower grades, are not thoroughly familiar with the test format and test procedures (such as setting time limits for the various sections of the test, answering the wrong questions, or not thoroughly erasing wrong responses) causing inadvertent mistakes;

- the scores of an unknown number of Special Education students, tested out of level, may be included in the scores the schools submitted (this may tend to lower the overall scores of a school);

- the high number of limited English proficient children in the schools whose results are included here;

- test bias that negatively impacts the scores of children who have not had the same experiences of the "typical" student, with whom the tests were standardized or normed;

- skills or concepts reflected in the test questions, but not yet taught to, or experienced by the Indian child at the time the test was administered;

- the high incidence of trauma experienced by a large number of the children in our schools as a result of child neglect, abuse, alcohol and other drug abuse in the family and communities resulting in problems which impact a student's ability to focus on learning activities, retention of skills, perceiving the importance of the testing process and doing their best, etc;

- casual to negative attitudes on the part of some teachers, staff and students which question the value of academic achievement testing using standardized tests;

- boredom and lack of perceived importance, on the part of some students, with testing in general and its payoffs, partly as a result of excessive testing (especially from the 5th grade and above).

The mean NCE scores displayed on following tables are representative of just the 155 schools which reported achievement test score data and does not include or reflect the scores of the 14 schools which did not report their scores.

TABLE 1

TYPE OF ACHIEVEMENT TEST ADMINISTERED BY NUMBER OF 2-12th GRADE STUDENTS AND NUMBER OF SCHOOLS FOR SPRING 1992

TEST NAME	NUMBER OF SCHOOLS*	NUMBER OF STUDENTS TESTED
CAT	51	7,174
CTBS	84	13,984
SAT	19	3,075
ITBS	1**	40
TOTALS	155	24,273

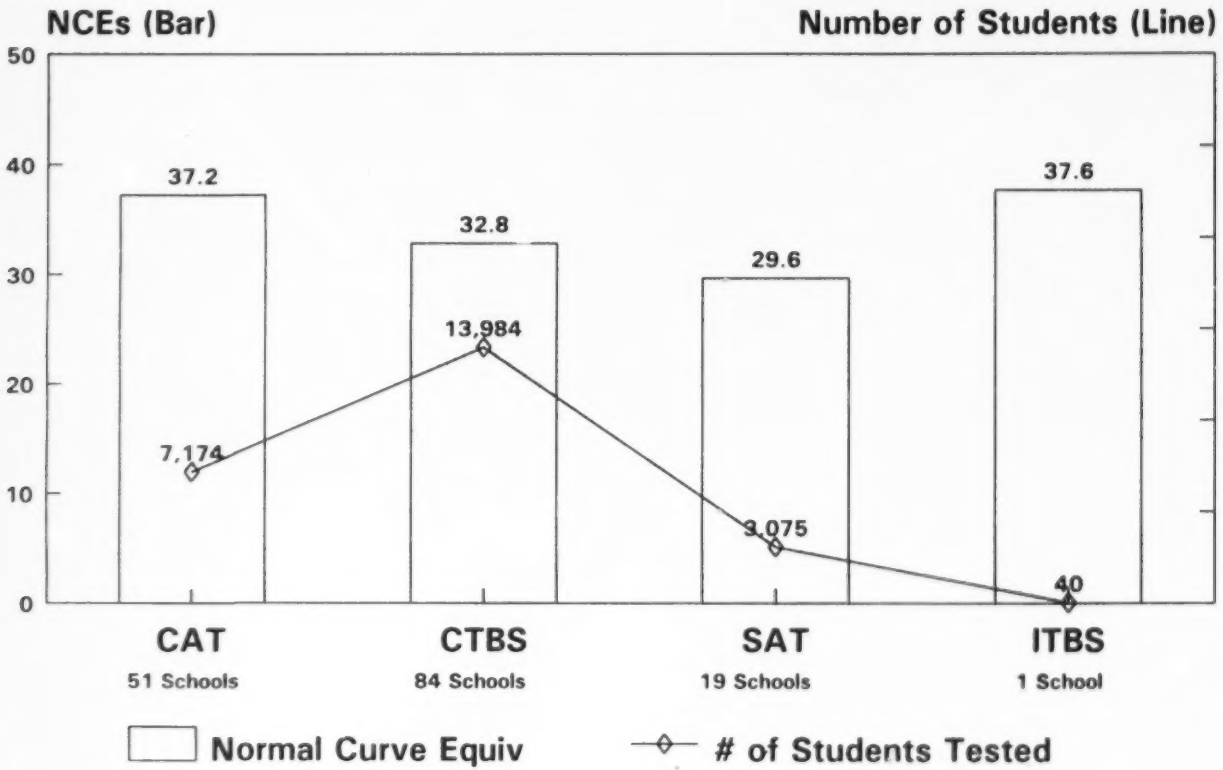
* *During FY 1992 the Bureau funded 170 elementary and secondary schools that test student achievement in grades 2 through 12. Achievement test results from 14 schools are not included in this report as their scores were not reported to the OIEP. In addition, the Bureau also funds 14 peripheral dormitory schools whose children attend nearby public schools, who except for one school, which did not submit test score data. Included in the 14 schools not reporting test data, there was also one (1) Kindergarten school, and one (1) K-1 school, for which test results are not required as the regulations do not require testing below the second grade.*

** *This is a peripheral dormitory school which submitted scores for 40 students in grades 2 through 11.*

TABLE 2

Academic Achievement Scores Spring 1992

By Type Of Test (Grades 2-12)



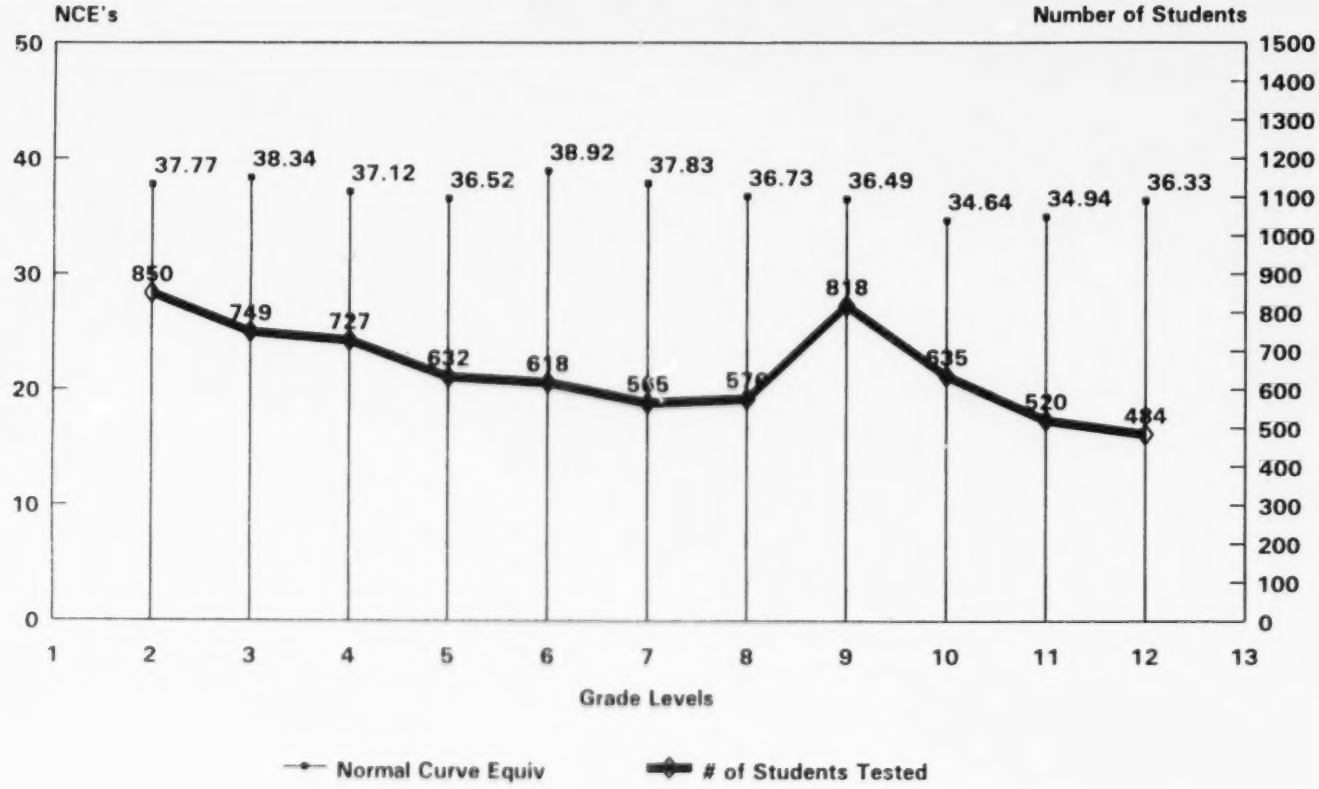
The schools reported the scores of 3,037 Special Education and other students were are not included in these results.

TABLE 3

Academic Achievement Scores Spring 1992

CAT

N = 51 Schools (7,174 Students Tested)



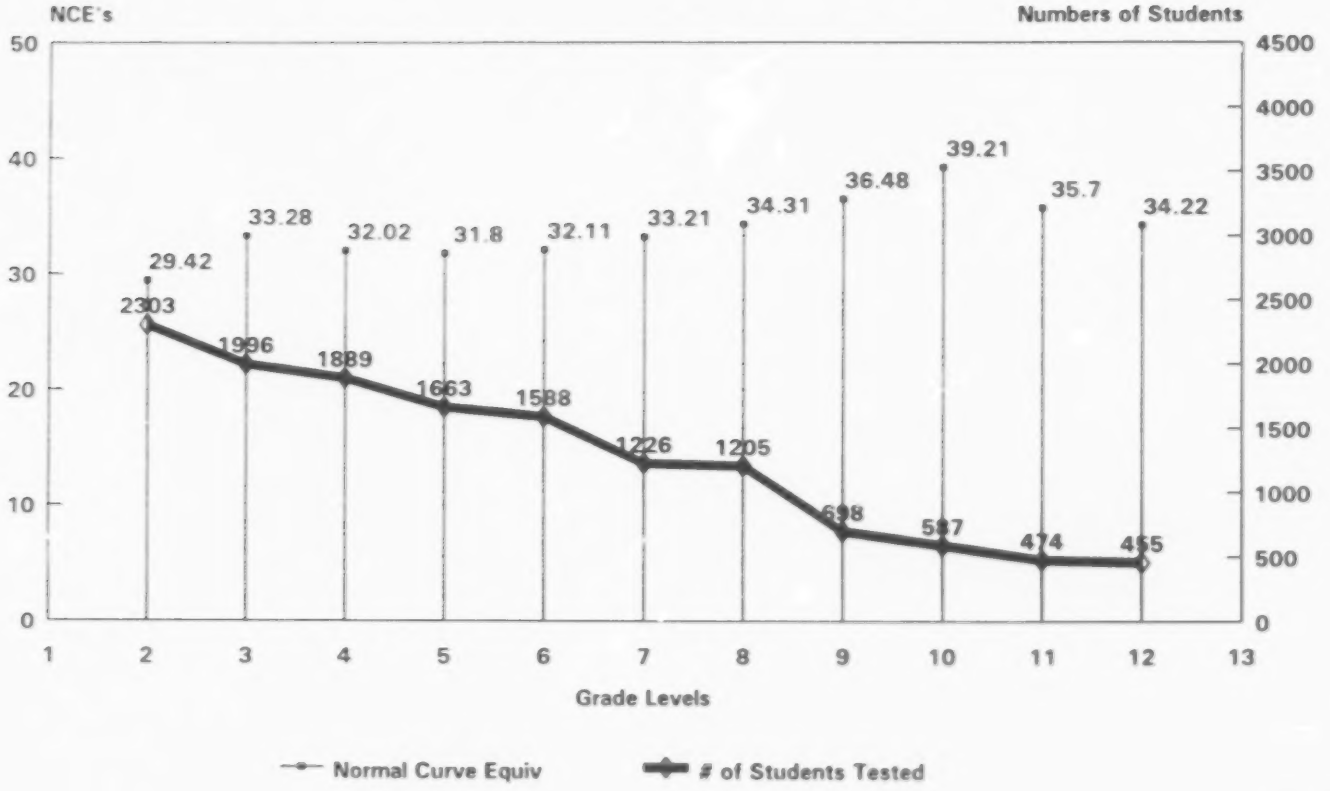
35 of these schools reported the scores of 870 Spec. Ed. Students were not included, nor were 318 other students.

TABLE 4

Academic Achievement Scores Spring 1992

CTBS/4

N = 84 Schools (13,984 Students Tested)



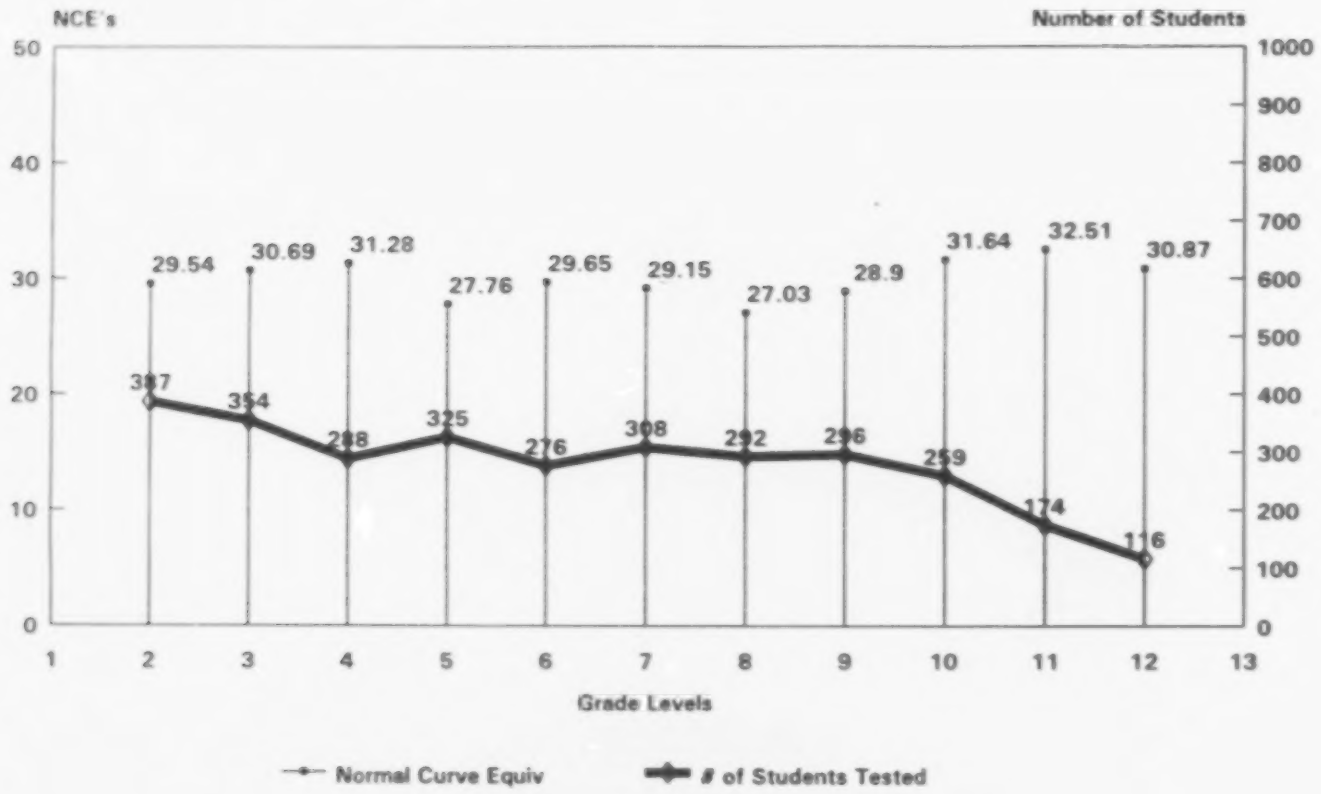
56 of these schools reported the scores of 1,378 Spec. Ed. Students were not included; nor were 305 other students.

TABLE 5

Academic Achievement Scores Spring 1992

SAT

N = 19 (3,075 Students Tested)

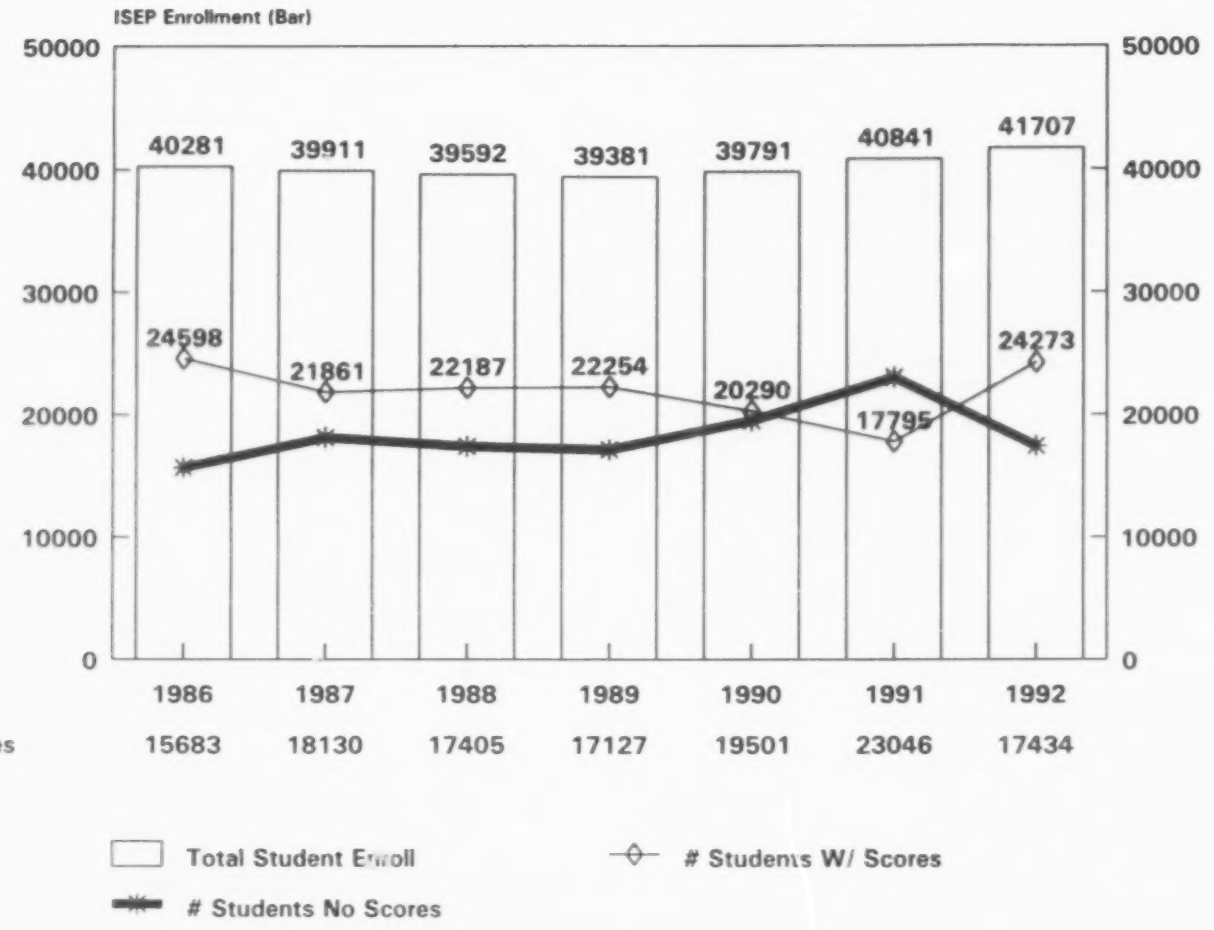


9 of these schools reported the scores of 147 Spec. Ed. Students were not included; nor were 13 other students.

TABLE 6

Academic Achievement Test Scores

Total Student Enrollment Compared To #
With Test Scores & # With No Test Scores



Spring 1990 = 138 schools reported scores
Spring 1991 = 120 schools reported scores
Spring 1992 = 155 schools reported scores

4. FY 1992 NUMBER OF REGULAR CLASSROOM TEACHERS AND TEACHER AIDES FOR SCHOOLS WITH K-8TH GRADE AND 9-12TH GRADE PROGRAMS

161 schools, including one peripheral dorm with a K-1 Bureau funded academic program, reported teacher and teacher aide data for the 1991-1992 school year.

The number of regular classroom teachers and teacher aides used in the analysis of this data is based on the number each school reported in their questionnaire. The number of students used in the analysis is based on each school's official Indian student count taken during the Fall of 1991. The teacher ratios and classloads are reported below.

A. REGULAR CLASSROOM TEACHERS

TABLE 1

NUMBER OF REGULAR CLASSROOM TEACHERS AND STUDENTS BY TYPE OF SCHOOL
(N=145 K-8 Schools, N=45 9-12 Schools*)

	K-8 SCHOOLS			9-12 SCHOOLS		
TYPE OF SCHOOL	# Schools	# Tchrs	# Stdnts	# Schools	# Tchrs	# Stdnts
BIA Operated	85	1,076	20,446	12	251	3,814
Grant	43	481	7,916	25	318	3,629
Contract	17	231	1,864	8	69	884
GRAND TOTALS	145	1,788	30,226	45	638	8,327

* *The total number of schools completing this portion of the questionnaire was 161 schools; thus, some of the schools in the above table represent K-12 schools, and are counted as both K-8 and 9-12 schools. For the K-12 schools, the number of teachers and students were therefore separated by K-8 and 9-12 to arrive at the results in this table and the analysis that follows.*

The 161 schools reported 2,426 regular classroom teachers. According to the official Indian student count, there were 38,553 students enrolled in these schools during the Fall of 1991.

1. K-8 Student/Teacher Ratios

For the 145 schools with grades K through 8 programs who reported data, their overall Student/Teacher Ratio is calculated at 17 to 1 (17 Students to 1 Teacher). which is a higher ratio than the most recent national average of 16.5 to 1 for public and private elementary and secondary schools reported by the National Center for Education Statistics, (Schools and Staffing in the United States: A Statistical Profile, 1990-1991, NCES 93-146).

TABLE 2

DISTRIBUTION OF K-8th GRADE SCHOOL STUDENT/TEACHER RATIOS BY TYPE OF SCHOOL

Type of School	Student/Teacher Ratios	Number of Schools
BIA Operated	25-32 to 1	10 schools
	20-24 to 1	31 schools
	15-19 to 1	39 schools
	10-14 to 1	5 schools
	1-9 to 1	0 schools
Contract	25-32 to 1	1 school
	20-24 to 1	8 schools
	15-19 to 1	21 schools
	10-14 to 1	10 schools
	1-9 to 1	3 schools
Grant	25-32 to 1	0 schools
	20-24 to 1	2 schools
	15-19 to 1	7 schools
	10-14 to 1	5 schools
	1-9 to 1	3 schools

According to the results shown in Table 2, the Bureau operated schools show higher student/teacher ratios than the grant or contract schools. 80 of the 85 Bureau operated school ratios range from 15 to 32 students to 1 teacher.

As shown above , 52 schools or 36% of the 145 schools with K-8 programs show student/teacher ratios of 20 to 1 or over, which is above the 1990-1991 national average of 16.5 students to 1 teacher.

67 schools or 47% of the schools have student/teacher ratios of between 15 to 19 students to 1 teacher.

2. High School Teacher Classloads

For the 45 schools with 9-12 programs who reported data, their overall high school teacher classload is calculated at 13 to 1 (13 Students to 1 Teacher).

The NCES study, cited previously, also reported the following public and private secondary school (high school) student/teacher ratios:

	Public Schools	Private Schools
Central City	16.9	16.0
Urban Fringe/Large Town	16.7	13.3
Rural/Small Town	14.2	10.7

The public secondary school ratios for rural/small town schools reported by NCES (14.2 students to 1 teacher) compare favorably with the ratio calculated from the 1991-1992 school year data collected from the 45 Bureau funded schools which have 9-12th grade programs of 13 to 1.

The great majority of the Bureau funded schools are rural (many are in remote regions of the United States) and small schools in terms of student enrollment.

TABLE 3

DISTRIBUTION OF 9-12th GRADE SCHOOL STUDENT/TEACHER RATIOS BY TYPE OF SCHOOL

Type of School	Student/Teacher Ratios	Number of Schools
BIA Operated	25-32 to 1	0 schools
	20-24 to 1	1 schools
	15-19 to 1	5 schools
	10-14 to 1	6 schools
	1-9 to 1	0 schools
Contract	25-32 to 1	0 school
	20-24 to 1	2 schools
	15-19 to 1	5 schools
	10-14 to 1	8 schools
	1-9 to 1	10 schools
Grant	25-32 to 1	0 schools
	20-24 to 1	1 schools
	15-19 to 1	1 schools
	10-14 to 1	2 schools
	1-9 to 1	4 schools

As shown above, 4 schools or 9% of the 45 schools with 9-12 programs have classloads of 20 students to 1 teacher or greater.

11 schools or 24% of these schools have classloads of 15 to 19 students to 1 teacher; 16 schools or 36% of these schools have classloads of 10 to 14 students to 1 teacher; and 14 or 31% of these schools have classloads of 9 students to 1 teacher.

The high school programs show lower ratios or classloads than the K-8 programs, which is not unusual since these schools (especially the off-reservation boarding high schools which are included in this data) include teachers in such programs as Vocational Education, as well as Art, Music, Home Economics, and PE.

B. REGULAR CLASSROOM TEACHER AIDES

TABLE 4
NUMBER OF REGULAR CLASSROOM TEACHER AIDES FOR K-8 AND 9-12 SCHOOLS
(N=145 K-8 schools N=45 9-12 schools*)

	K-8 SCHOOLS			9-12 SCHOOLS		
TYPE OF SCHOOL	# Schools	# aides	# Stdnts	# Schools	# Aides	# Stdnts
BIA Operated	85	158	20,446	12	12	3,814
Grant	43	97	7,916	25	25	3,629
Contract	17	27	1,864	8	2	884
GRAND TOTALS	145	282	30,226	45	39	8,327

* *The total number of schools completing this portion of the questionnaire was 161 schools; thus, some of the schools in the above table represent K-12 schools and are counted as both K-8 and as 9-12 schools. For the K-12 schools, the number of teacher aides and students were therefore separated by K-8 and 9-12 to arrive at the results in this table and the analysis that follows.*

The 145 K-8 schools indicated they employed a total of 282 teacher aides in their regular classrooms during FY 1992, or approximately 1.9 aides per school.

The 45 schools with 9-12 programs indicated they employed a total of 39 teacher aides in their regular classrooms during FY 1992 or about .9 aides per school.

It is no surprise that the elementary schools, on the average, employ more regular classroom teacher aides than the high schools. According to the data displayed on the above table, the K-8 grant and contract schools, overall, employ proportionately more teacher aides than the K-8 Bureau operated schools.

TABLE 5

AVERAGE NUMBER OF REGULAR CLASSROOM TEACHER AIDES IN A SCHOOL BY TYPE OF SCHOOL

Grades	BIA Operated	Contract	Grant	Average All Schools
K-8 (N=145)	1.9	1.6	2.3	1.9
9-12 (N=45)	1.0	.25	1.0	.9

Averaging the total number of regular classroom teacher aides reported by the schools, the K-8 schools employ an average of 1.9 teacher aides and the 9-12 schools employ an average of .9 teacher aides.

With so few teacher aides, calculating the teacher aide to student ratio would not be helpful as the ratio would be so high.

C. SUMMARY OF ELEMENTARY STUDENT-TEACHER RATIOS AND SECONDARY TEACHER CLASSLOADS

1. K-8 Student/Teacher Ratios

17 to 1 (17 Students to 1 Teacher) for 145 Bureau funded schools.

Compared to:

16.5 to 1 for public and private elementary and secondary schools reported by the National Center for Education Statistics, (Schools and Staffing in the United States: A Statistical Profile, 1990-1991, NCES 93-146).

The Bureau operated schools show higher student/teacher ratios than the grant or contract schools. 80 of the 85 Bureau operated school ratios range from 15 to 32 students to 1 teacher.

36% or 52 of the 145 schools with K-8 programs show student/teacher ratios of 20 to 1 or over, which is well above the 1990-1991 national average of 16.5 students to 1 teacher.

47% or 67 of the 145 schools have student/teacher ratios of between 15 to 19 students to 1 teacher.

VERY SMALL ENROLLMENTS

31% or 45 of the 145 schools show very small student enrollment of from 11 students to 116 students:

BIA operated - 21 of the 85 Bureau operated schools show enrollments of from 11 to 116 students;

Contract - 13 of the 43 contract schools show enrollments from 20 to 110 students;

Grant - 11 of the 17 grant schools show enrollments of from 11 to 115 students.

The contract and grant schools, overall, show smaller student enrollments than the Bureau operated schools and slightly lower ratios.

Schools with small enrollments generally have higher student teacher ratios. This is because the small school must have at least one certified teacher, and if multiple grades are served, then it is likely that there is a teacher for each grade. There are, however, schools, which because of insufficient funding levels, have had to combine grades under one teacher.

For example, one school with 11 students (a K-8 school) has one teacher. The other school with 11 students (a 7-12 school) reported two teachers. One school with 32 students (a K-6 school) has 3 teachers and another school with 38 students (a K-8 school) reported two teachers.

In view of this, the well documented "advantage" of having a low student/teacher ratio is defeated in small schools because of teachers who, if necessary, must teach multiple grade levels due to insufficient funds to hire additional teachers.

2. High School Teacher Classloads

For the 45 schools with 9-12 programs who reported data, their overall high school teacher classload is calculated at:

13 to 1 (13 Students to 1 Teacher)

Compared to:

14.2 to 1 (14.2 Students to 1 Teacher) for public and private secondary rural/small town schools, according to the NCES study, cited previously.

The great majority of the Bureau funded schools are rural (many are in remote regions of the United States) and small schools in terms of student enrollment.

The 45 Bureau funded schools with high school programs, thus, compare favorably with the NCES ratios for schools in rural and small towns.

9% or 4 of the 45 schools with 9-12 programs have classloads of 20 students to 1 teacher or greater.

24% or 11 of these schools have classloads of 15 to 19 students to 1 teacher.

36% of 16 of these schools have classloads of 10 to 14 students to 1 teacher; and 31% or 14 of these schools have classloads of 9 students to 1 teacher.

The high school programs show lower ratios or classloads than the K-8 programs, which is not unusual since these schools (especially the off-reservation boarding high schools which are included in this data) include teachers in such programs as Vocational Education, as well as Art, Music, Home Economics, and PE.

VERY SMALL ENROLLMENTS

16 of the 45 schools (36%) with high school programs show very small student enrollment of from 16 students to 97 students:

BIA operated - 1 of the 12 Bureau operated high schools show an enrollment of 85 students;

Contract - 10 of the 25 contract high schools show enrollments from 16 to 96 students;

Grant - 5 of the 8 grant high schools show enrollments of from 19 to 97 students.

In the case of schools with high school programs, there are more stringent subject/course offering requirements by the BIA, the State or by the accrediting agency which requires that a high school provide a certain minimum number of courses, subjects and programs. This tends to increase the student/teacher ratios, especially since our high schools tend to have small enrollments. Also, schools with small enrollments generally have lower student to teacher ratios. This is because the small school must have at least one certified teacher, and if multiple grades are served, then it is likely that there is a teacher for each grade.

There are, however, several high schools, which because of insufficient funding, have combined grades under one teacher and/or require a teacher to teach multiple high school subjects.

For example, there are 16 of the 45 schools (45%) with 9-12th grade programs which have 9 or fewer teachers. Of these 16, seven have 6 or fewer teachers. Specifically, there is one K-12 school with 19 high school students and 2 teachers; and 4 schools enrolling 33, 34, 60 and 61 students with 4 teachers each.

It is obvious, therefore, that these teachers teach multiple subjects and, unavoidably, multiple grade levels. It is more than likely that these small high schools offer just the basics, unlike large public urban and suburban high schools which offer many supplementary courses and programs commonly expected of high schools.

D. SUMMARY OF THE AVERAGE NUMBER OF REGULAR CLASSROOM TEACHERS

TABLE 6

AVERAGE NUMBER OF TEACHERS IN REGULAR CLASSROOMS, BY TYPE OF SCHOOL

Grades	BIA Operated	Contract	Grant	Average All Schools
K-8 (N=145)	12.7	13.6	11.2	12.3
9-12 (N=45)	20.9	8.6	12.7	14.2

K-8 Schools

There are eighty five K-8th grade BIA operated schools represented in the above table, 17 contract and 43 grant schools.

The average number of teachers per school for the K-8th grade schools does not vary much by type of school, ranging from 11.2 teachers to 13.6 teachers.

9-12 Schools

There are twelve 9-12th grade BIA operated schools represented in the above table, 8 contract and 25 grant schools.

The average number of teachers per school for the 9-12th grade schools does vary considerably by type of school, ranging from 8.6 teachers to 20.9 teachers. A possible explanation for the greater number of teachers shown for the Bureau operated 9-12th grade schools is that 7 of the 12 schools are large boarding schools, several of which are the large off-reservation boarding schools.

E. SUMMARY OF THE NUMBER AND PERCENT OF REGULAR CLASSROOM TEACHER AIDES

The 145 K-8 schools indicated they employed a total of 282 teacher aides in their regular classrooms during FY 1992, or approximately 1.9 aides per school.

The 45 schools with 9-12 programs indicated they employed a total of 39 teacher aides in their regular classrooms during FY 1992 or about .9 aides per school.

It is no surprise that the elementary schools, on the average, employ more regular classroom teacher aides than the high schools. According to the data displayed on the above table, the K-8 grant and contract schools, overall, employ relatively more teacher aides than the K-8 Bureau operated schools.

Averaging the total number of regular classroom teacher aides reported by the schools:

K-8 schools employ an average of 1.9 teacher aides; and

9-12 schools employ an average of .9 teacher aides.

In conclusion, the 161 Bureau funded schools, whose data is included in this report, employ very few teacher aides in their regular classrooms.

The majority of the teacher aides employed by the Bureau funded schools are employed by the supplemental programs such as Special Education and Chapter 1. These programs also pay for their teacher aides with the supplemental funds they receive to operate these programs.

5. FY 1992 TEACHER, TEACHER AIDES AND COUNSELOR NUMBERS, VACANCIES AND TRAINING NEEDS

The following data represents responses by Bureau funded schools to Part III of the 1991-92 Annual Education Survey. This report

includes data from only those schools which completed all the portions of a given set of items. For that reason, the number of reporting schools varies from item to item. A total of 161 schools responded to all or portions of this part of the questionnaire.

A. NUMBER OF TEACHERS AND TEACHER AIDES BY PROGRAM

TABLE 1

NUMBER OF FULL-TIME REGULAR CLASSROOM AND SPECIAL/SUPPLEMENTAL PROGRAM TEACHERS AND AIDES BY GRADE LEVELS K-8 AND 9-12 DURING FY 1992

(N=161 schools)

Type of Program	FTE Teacher K-8	FTE Teacher 9-12	FTE Aides K-8	FTE Aides 9-12
Regular Classroom	1,787 (74%)	638(76%)	282 (25%)	39 (22%)
Special Education	252 (10%)	74 (9%)	281 (18%)	50 (28%)
Chapter 1	247 (10%)	78 (9%)	483 (42%)	69 (39%)
Bilingual Education	47 (2%)	16 (2%)	119 (10%)	7 (4%)
Title V Indian Education Act	33 (1%)	14 (2%)	44 (4%)	10 (6%)
Cultural Program	29 (1%)	16 (2%)	17 (1%)	1 (1%)
TOTALS	2,395	836	1,226	176
Number of American Indian/Alaska Native Teachers	929	182	1,068	142

The questionnaire also included an item titled "Other". Reporting schools had the opportunity to list other positions, which are detailed below.

The schools with K-8 programs also reported the following types of positions:

<u>Teaching Positions</u>
(N=61 schools)

Librarian	26	
Gifted and Talented	14	
Drug Education	2	full-time and seven 20% time teachers
Other	12	

Teacher Aide Positions
(N=21 schools)

Library Aide	13
PE/Recreation Aide	4
Other	4

The schools with 9-12 programs also reported the following types of other positions:

Teaching Positions
(N=12 schools)

Librarian	2.5
Gifted and Talented	5
Drug Education	1
Other	3.5

SUMMARY OF THE NUMBER OF TEACHERS AND AIDES BY PROGRAM

145 schools submitted complete or partial data on the number of teachers by program. 38 Bureau funded schools either failed to complete all portions of this part of the questionnaire or failed to return the questionnaire altogether. The data is, however, useful as it represents teacher and teacher aide numbers by program from a large sample of Bureau funded schools.

1. REGULAR CLASSROOM

TEACHERS	TEACHER AIDES
1,787 in (145) K-8 schools	282 in (145) K-8 schools.
638 in (45) 9-12 schools	39 in (45) 9-12 schools.
2,425 total	321 total

2. SPECIAL EDUCATION

TEACHERS	TEACHER AIDES
252 in (138) K-8 schools	201 in (101) K-8 schools
74 in (39) 9-12 schools	50 in (26) 9-12 schools
326 total	251 total

3. CHAPTER 1

TEACHERS	TEACHER AIDES
247 in (113) K-8 schools	483 in (107) K-8 schools
78 in (35) 9-12 schools	69 in (25) 9-12 schools
325 total	552 total

4. BILINGUAL EDUCATION

TEACHERS	TEACHER AIDES
47 in (34) K-8 schools	119 in (43) K-8 schools
16 in (8) 9-12 schools	7 in (3) 9-12 schools
63 total	126 total

5. TITLE V INDIAN EDUCATION ACT

TEACHERS	TEACHER AIDES
33 in (33) K-8 schools	44 in (33) K-8 schools
14 in (10) 9-12 schools	10 in (7) 9-12 schools
47 total	54 total

6. CULTURAL PROGRAM

TEACHERS	TEACHER AIDES
29 FT/PT in (32) K-8 schools	17 FT/PT in (14) K-8 schools
16 FT/PT in (14) 9-12 schools	1 FT/PT in (1) 9-12 school
45 total	18 total

145 or 79% of the possible 184 schools funded by the Bureau reported instructional teacher numbers.

A total of 3,231 teacher positions were reported by the 145 schools that completed all or part of this portion of the FY 1992 Annual Education Survey questionnaire. Also a total of 1,402 teacher aide positions were reported.

Special Education (251) and Chapter 1 (552) employed, by far, the majority (61%) of the teacher aides which were reported by the schools.

Classroom teachers made up the bulk (75%) of the total teachers reported by the 145 schools.

Special Education and Chapter 1 each made up 10% of the number of teachers reported in the survey.

Bilingual Education, Title V and Cultural Program each made up 2% or fewer of the number of teachers reported in the survey.

B. NUMBER OF AMERICAN INDIAN/ALASKA NATIVE TEACHERS

According to the information provided by the responding schools completing this portion of the survey, the data shows that:

o 39% of the K-8th grade teachers are American Indian and/or Alaska Native;

o 22% of the 9-12th grade teachers are American Indian and/or Alaska Native;

o 87% of the K-8th grade teacher aides are American Indian and/or Alaska Native; and

o 81% of the 9-12th grade teacher aides are American Indian and/or Alaska Native.

SUMMARY OF THE NUMBER OF AMERICAN INDIAN/ALASKA NATIVE TEACHERS AND AIDES

A total of 161 schools completing this portion of the survey reported the number of American Indian and/or Alaska Native teachers employed in their school.

TEACHERS

39% (929 out of 2,395 teachers) of the K-8th grade teachers were American Indian and/or Alaska Native.

22% (182 out of 836 teachers) of the 9-12th grade teachers were American Indian and/or Alaska Native.

TEACHER AIDES

87% (1,068 out of 1,226 teacher aides) of the K-8th grade teacher aides were American Indian and/or Alaska Native.

81% (142 out of 176 teacher aides) of the 9-12th grade teacher aides were American Indian and/or Alaska Native.

The Bureau funded schools serve only Indian and Native children enrolled in federally recognized tribes; thus, the enrollments are 100% Indian and Native children in the schools, except for those schools which enroll the children of the non-Indian teachers or other staff.

According to the data collected from the responding Bureau funded schools, about one third or 30% of combined elementary and secondary teaching staff is Indian and Native; thus, 61% of the elementary school teachers are non-Indian and 78% of the secondary high school teachers are non-Indian.

The schools, however, did report that a great majority of the teacher aides they employed are American Indian and/or Alaska Native.

C. TYPES OF COUNSELORS BY PROGRAM

Although the schools identified their counseling programs under a variety of titles, their responses are categorized within the five categories listed in Table 2.

TABLE 2

NUMBER OF FULL AND PART-TIME COUNSELORS BY PROGRAM

Academic	Dormitory Residential	Alcohol\ Drug Abuse	Supple mental Program	Other	Total # Counselors
121	14	58	28	5	226

135 schools responded to the counselor question. These 135 schools reported a total of 226 full and part-time counselors.

49 boarding schools reported a total of 14 dormitory counselors.

SUMMARY OF THE TYPES OF COUNSELORS BY TYPE OF PROGRAM

135 schools responded to the counselor question. These 135 schools reported a total of 226 full and part-time counselors.

Academic Counselors represent over 50% of the 226 counselors reported, with Alcohol and Drug Abuse Counselors representing 26% of that number.

49 boarding schools reported a total of 14 dormitory counselors. As an integral part of the homeliving program, counseling services are critical to the wellbeing of the students in the dormitory setting; especially the elementary children in the K-8 dorm.

Unless these schools severely under-reported the number of dorm counselors they employ, this data indicates that many of the reporting boarding schools do not have the services of even a single counselor.

Although each school receives funds for the purpose of employing and/or training a substance abuse counselor, the data shows that only 58 full or part-time alcohol and drug abuse counselors were employed in the 135 schools responding to the counselor question.

This reflects a common problem experienced by most schools in finding a certified or credentialed school counselor who is also certified in the area of substance abuse counseling.

D. TEACHER VACANCIES DURING FY 1992

The number of official or funded teaching positions that were vacant at any time during the 1991-192 school year are shown in Tables 3, 4 and 5. Of the schools that responded to the teacher questionnaire, 101 responded to the teacher vacancy questions.

TABLE 3

INSTRUCTIONAL PROGRAM TEACHER VACANCIES

Grade level of Teaching Position	# of Vacancies	Months Vacant
K-8 Teachers	18	1
	25	2
	6	3
	5	4
	7	5
	1	6
	4	7
	5	9
	3	10
	5	Unkn

Total Vacancies: 79

Grade Level of Teaching Position	# of Vacancies	Months Vacant
9-12 Teachers	6	1
	5	2
	2	3
	1	4
	1	5
	3	9
	2	10
	3	12
	1	24
	1	36
	1	48

Total Vacancies: 26

TABLE 4

SPECIAL/SUPPLEMENTAL PROGRAM TEACHER VACANCIES

Grade level of Teaching Position	# of Vacancies	Months Vacant
Chapter 1	6	1
	10	2
	2	3
	3	4
	1	5
	1	8
	1	9
	1	10
	1	Unkn

Total Vacancies: 26

Grade Level of Teaching Position	# of Vacancies	Months Vacant
Special Ed.	6	1
	5	2
	2	3
	1	4
	1	5
	2	6
	5	9
	2	12
	1	48

Total Vacancies: 25

TABLE 5

OTHER PROGRAM VACANCIES

Grade level of Teaching Position	# of Vacancies	Months Vacant
Counselor	1	1
	3	3
	3	4
	2	5
	1	6
	1	9
	2	10
	3	12
	2	Unknown

Total Vacancies: 18

Grade Level of Teaching Position	# of Vacancies	Months Vacant
Librarian	1	2
	1	4
	1	5
	1	6
	1	8
	2	9
	1	11
	1	18
	2	Unknown

Total Vacancies: 11

Grade level of Teaching Position	# of Vacancies	Months Vacant
Speech Therapist	1	2
	2	6
	2	9
	1	Unknown

Total Vacancies: 6

Grade Level of Teaching Position	# of Vacancies	Months Vacant
Gifted and Talented	1	2
	1	5
	1	9

Total Vacancies: 3

Grade level of Teaching Position	# of Vacancies	Months Vacant
Reading Specialist	1	1
	1	3

Total Vacancies: 2

Grade Level of Teaching Position	# of Vacancies	Months Vacant
Bilingual	1	1
	1	Unknown

Total Vacancies: 2

OTHER PROGRAM VACANCIES (Continued)

Grade level of Teaching Position	# of Vacancies	Months Vacant
Education Specialist	1	1
	2	5

Total Vacancies: 3

Grade Level of Teaching Position	# of Vacancies	Months Vacant
Educable Mentally Handicapped	2	6
	1	12

Total Vacancies: 3

Grade level of Teaching Position	# of Vacancies	Months Vacant
Recreation Specialist	1	4
Title V	1	5

Total Vacancies: 2

There are a total of 206 teacher vacancies reported by 101 schools.

85 schools with K-8 programs reported 79 classroom teacher vacancies ranging from 1 month to 10 months. 32 schools with 9-12 programs reported 26 classroom teacher vacancies ranging from 1 month to 48 months.

The 101 schools responding, reported 26 Chapter 1 and 25 special education teacher vacancies over the 1991-1992 school year.

Other teacher vacancies reported by the 101 schools include the following:

Counselor	18
Librarian	11
Speech Therapist	6
Gifted and Talented	3
Reading Specialist	2
Bilingual Teacher	2
Education Specialist	3
Educable Mentally - Handicapped Teacher	3
Recreation Specialist	1
Title V Teacher	1
Total	50

SUMMARY OF TEACHER VACANCIES

Of the 161 schools that responded to the teacher portion of the questionnaire, 101 schools (63%) reported teacher vacancies. 37% reported no vacancies during the 1991-1992 school year as they indicated NA to the items or simply left this portion of the questionnaire blank.

Of the 206 vacancies reported, the greatest number of teacher vacancies, overall, were in the instructional program (51%), with Special Education and Chapter 1 each reporting 12% of the vacancies.

85 schools with K-8 programs reported 79 classroom teacher vacancies ranging from 1 month to 10 months.

32 schools with 9-12 programs reported 26 classroom teacher vacancies ranging from 1 month to 48 months.

The schools also reported 26 Chapter 1 and 25 Special Education teacher vacancies over the 1991-1992 school year.

E. REASONS WHY TEACHER VACANCIES WERE NOT FILLED IN FY 1992

TABLE 6

RANKING OF MAIN REASONS WHY TEACHER VACANCIES WERE NOT FILLED DURING THE 1991-92 SCHOOL YEAR.
(61 schools reporting)

REASONS FOR NOT FILLING VACANCIES	FREQUENCY OF RESPONSES
Unqualified Applicants	27
Lack of Funding	26
Isolation	18
Lack of Recruiters	11
Lack of Housing	8
Teacher Salaries too Low	6
Time Lags - Investigative Procedures (New Applicants)	6
Enrollment Fluctuations	4
Resignations After Start of School	2
Other:	
Lack of Facility Space	1
Discipline-Adverse Action Problems	1
No Continuing Education Opportunities	1
Unavailability of Staff	1
No Parental Involvement	1
TOTAL RESPONSES	113

In Table 6 above, the 61 schools reporting on reasons why vacancies were not filled, the first three:

"unqualified applicants" (27);
"lack of funding" (26); and
"Isolation" (18) represent 71 or 63% of the 113 reasons.

SUMMARY OF REASONS WHY TEACHER VACANCIES WERE NOT FILLED

Although 101 schools reported vacancies, only 61 of these schools provided reasons for their teacher vacancies.

The 113 responses were categorized into 10 categories.

The most frequent response (27) was "Unqualified Applicants" representing 24% of the responses. Next was "Lack of Funding" representing 26 or 23% of the responses. Third was "Isolation" representing 18 or 16% of the responses. Interestingly, "Time Lag for Investigative Procedures" represented only 6 responses or 5% of the responses.

F. RANKING BY SCHOOLS OF GREATEST TEACHER TRAINING NEEDS

TABLE 7

RANKING OF GREATEST TEACHER TRAINING NEEDS DURING THE 1991-92 SCHOOL YEAR

(149 schools reporting)

REPORTED TRAINING NEEDS	FREQUENCY OF NEED
Innovative Instructional Methods \1	92
Curriculum Development \2	91
Classroom Management	34
Cultural Awareness	32
Whole Language	29
Discipline	21
Group Dynamics \3	15
Testing	13
Record Management	13
At-Risk Students	14
Parental Intervention	11
Student Motivation	8
ESL	8
Stress Management	7
Counseling	7
Alcohol/Drug Abuse	6
Self Esteem	6
Early Childhood	4
Gifted/Talented	3
	414

\1 *Includes Staff Development and Acquiring New Skills.*

\2 *Includes Academic Growth, Changes in Teaching Patterns, and Program Content.*

\3 *Includes Group Dynamics, Team Teaching, and Staff/Communication Linkages.*

The five greatest teacher training needs reported by the 149 schools responding to this item are listed below and represent 68% of the total responses:

Innovative Instructional Methods	92 responses
Curriculum Development	91
Classroom Management	34
Cultural Awareness	32
Whole Language	29
Total Number of Responses	278

SUMMARY OF THE GREATEST TEACHER TRAINING NEEDS

149 schools completed this portion of the questionnaire. There were a total of 414 responses (categorized into 19 major areas) regarding the greatest training needs for teachers in Bureau funded schools.

44% of the schools indicated that their greatest training needs were in the two areas of "Innovative Instructional Methods" (22%) and "Curriculum Development" (22%). The next most frequently listed teacher training need was "Cultural Awareness" (8%) and "Whole Language" (7%). Training in the areas of "Early Childhood" and "Gifted and Talented" were the least frequently listed teacher training needs at less than 2% (each) of the responses.

In conclusion, teacher training, both in upgrading skills and in regular inservice training, are noted in the types and number of responses from the 149 schools.

Finally, the Effective Schools Approach encourages innovation in teaching as well as a critical and a continual examination of the existing school curriculum. Both of these areas are on the top-of-the-list in terms of the greatest teacher training needs as reported by the schools.

6. FY 1992 PRINCIPAL TENURE, YEARS OF EXPERIENCE, REASONS FOR LEAVING, AND TRAINING NEEDS

One-hundred seventy-two (172) Bureau funded schools responded to all or part of the section of FY 1992 Annual Education Survey which addressed length of employment at the current school, years of experience, reasons for leaving, and training needs of school principals.

TABLE 1

PRINCIPAL TENURE AND YEARS OF EXPERIENCE BY TYPE OF SCHOOL 1991-92 SCHOOL YEAR

NUMBER OF YEARS	N=172 PRINCIPAL TENURE AT PRESENT SCHOOL	N=169 YEARS OF EXPERIENCE AS A PRINCIPAL	TYPE OF SCHOOL
0 TO 1 YR	22	7	BIA OP
	15	3	GRANT
	3	1	CONTRACT
	40 OR 23%	11 OR 7%	TOTAL
1 TO 2 YRS	16	5	BIA OP
	16	14	GRANT
	6	4	CONTRACT
	38 OR 22%	23 OR 14%	TOTAL
2 TO 3 YRS	16	12	BIA OP
	15	13	GRANT
	2	1	CONTRACT
	33 OR 19%	26 OR 15%	TOTAL
3 TO 6 YRS	14	14	BIA OP
	4	8	GRANT
	3	1	CONTRACT
	21 OR 12%	23 OR 14%	TOTAL
6 TO 9 YRS	12	17	BIA OP
	3	3	GRANT
	2	3	CONTRACT
	17 OR 10%	23 OR 14%	TOTAL
OVER 9 OR MORE YRS	20	42	BIA OP
	0	12	GRANT
	3	9	CONTRACT
	23 OR 13%	63 OR 37.0%	TOTAL

Note: The percentages in Table 1 have been rounded.

SUMMARY OF TABLE 1

A. PRINCIPAL TENURE IN CURRENT SCHOOL

172 schools, or 95% of the 182 Bureau funded schools, responded to the questions regarding current principal's tenure at his/her school.

Years of tenure of current principal at current school:

23% one year or less.

64% three years or less.

12% over three to six years.

12% over six to nine years.

13% over nine or more years.

37% Over three years to over nine years of more.

Approximately two thirds (64%) of the principals had been employed at their school for three years or less. From this can be inferred that turnover has been fairly high for these schools collectively over the last three years. This also has implications regarding the need for regular inservice training programs for newly hired principals.

B. YEARS OF EXPERIENCE AS PRINCIPAL

169 schools, or 93% of the 182 Bureau funded schools, responded to the questions regarding current principal's years of experience as a principal.

Years of total experience a principal:

7% one year or less experience in a principalship.

36% three years or less experience in a principalship.

14% over three to six years experience as a principal.

14% six to nine years experience as a principal.

37% over nine or more years experience as a principal.

65% Over three years to over nine years of more.

The percentages for "years of total experience as a principal" is just the opposite from the "years of tenure at this school" percentage, above. 65% of the schools reported that the current principal had 3 or more years experience as a principal.

This is an indication that many of the principals being hired by Bureau funded schools have previous experience as principals. This previous experience may be from public school tenure or from previous tenure with other Bureau funded schools.

TABLE 2

PREVIOUS PRINCIPALS REASONS FOR LEAVING BY TYPE OF SCHOOL
FOR SCHOOL YEARS 1990-91 AND 1991-92

TYPE OF SCHOOL	REASON FOR LEAVING	N=57 NUMBER OF PRINCIPALS WHO LEFT 1990-91	N=40 NUMBER OF PRINCIPALS WHO LEFT 1991-92
BIA Operated N=30	Accepted Another Job	14	3
	Resigned	5	4
	Retired	4	2
	Contract not Renewed	3	3
	Removed - Adverse Action	2	1
	Other	2	3
		30	16
Grant N=21	Accepted Another Job	8	2
	Resigned	7	3
	Retired	0	2
	Contract not Renewed	3	5
	Removed - Adverse Action	2	1
	Other	1	4
		21	17
Contract N=6	Accepted Another Job	2	1
	Resigned	2	2
	Retired	0	0
	Contract not Renewed	1	3
	Removed - Adverse Action	0	0
	Other	1	1
		6	7
	Grand Totals	57	40

TABLE 3

REASON FOR PRINCIPAL'S RESIGNATION OR ACCEPTANCE OF ANOTHER JOB BY TYPE OF SCHOOL FOR SCHOOL YEARS 1990-91 AND 1991-92

TYPE OF SCHOOL	REASON FOR LEAVING	N=37 SCHOOL YEAR 1990-91	N=31 SCHOOL YEAR 1991-92
BIA OPERATED	Promotion	6	3
	Isolation Factors	2	1
	More Pay	2	0
N=19 for 1990-91	Continuing Educ.	0	2
	Burn-Out	0	1
	Ret. to Home Area	0	4
N=16 for 1991-92	Personal Problems	9	5
	TOTAL	19	16
	Percent	30%	52%
GRANT	Promotion	1	3
	Isolation Factors	1	1
N=15 for 1990-91	More Pay	3	0
	Continuing Educ.	2	1
	Burn-Out	3	1
N=10 for 1991-92	Ret. to Home Area	0	1
	Personal Problems	5	3
	TOTAL	15	10
	Percent	41%	32%
CONTRACT	Promotion	1	2
	Isolation Factors	2	1
N=3 for 1990-91	More Pay	0	1
	Continuing Educ.	0	0
	Burn-Out	0	1
N=5 for 1991-92	Ret. to Home Area	0	0
	Personal Problems	0	0
	TOTAL	3	5
	Percent	8%	16%

SUMMARY OF TABLES 2 AND 3

C. PREVIOUS PRINCIPAL REASONS FOR LEAVING

1990-1991

57 of the 172 responding schools listed reasons for principal turnover.

Thus, 33% (57) of the schools reported that their previous principal left during the 1990-91 school year.

This represents a 33% departure rate for previous principals during FY 1991.

The main reasons were:
(1) Acceptance of another job = 24 schools;
(2) resigned = 14 schools.

The most frequently reasons cited for resigning or accepting another job were personal problems and promotion.

1991-1992

172 schools responded to the principal portion of the survey, with 40 schools reporting principal turnover.

23% (40) of the schools reported that their previous principal left during the 1991-1992 school year.

This represents a 23% departure rate for previous principals during FY 1992.

The main reasons were:
(1) contract not renewed - 11 schools;
(2) resigned - 9 schools.

The most frequently cited reasons for resigning or accepting another job were promotion and personal problems.

Although this represents an average turnover rate of 28% per year for the two years, the cumulative rate of principal turnover is 56% for the two school years.

The results of a previous OIEP survey of 113 Bureau funded schools for the 1989-90 and 1990-91 school years, showed that between 38% and 51% of the principals left during that two year period.

The results of the current survey of 172 schools showing the two-year cumulative principal turnover rate of 56% is close to the higher end of the results (51%) for the previous survey of principal turnover.

The 56% cumulative turnover, during the two-school-year period of 1990-91 and 1991-92, appears to be a high rate of principal turnover. If the principal is a key element and leader in establishing and maintaining the continuity of an educational program, then principal stability, longevity and retention is a key element in any efforts to improve the Bureau's elementary and secondary programs.

TABLE 4

PREVIOUS PRINCIPAL'S LENGTH OF TENURE
N=158

NUMBER OF YEARS	TENURE PREVIOUS PRINCIPAL	TYPE OF SCHOOL
0 to 1 Year	8	BIA OP
	8	Grant
	4	Contract
Total	20	
Percent	13%	
1 to 2 Years	20	BIA OP
	25	Grant
	5	Contract
Total	50	
Percent	32%	
2 to 3 Years	15	BIA OP
	7	Grant
	2	Contract
Total	24	
Percent	15%	
3 to 6 Years	17	BIA OP
	6	Grant
	2	Contract
Total	25	
Percent	16%	
6 to 9 Years	12	BIA OP
	6	Grant
	5	Contract
Total	23	
Percent	15%	
Over 9 or More Years	15	BIA OP
	0	Grant
	1	Contract
Total	16	
Percent	10%	

SUMMARY OF TABLE 4

D. PREVIOUS PRINCIPAL'S LENGTH OF TENURE AT THE SCHOOL

158 schools, or 87% of the 182 Bureau funded schools, indicated that the tenure for the previous principal's was:

60% three years or less;

31% over three to nine years;

10% over nine or more years.

Thus, 60% of the previous principals left after 3 or fewer years at the school. This is another percentage which supports the contention of a high principal turnover rate.

Of 172 schools which responded to the principals survey, 37 or 21% of the schools indicated their principal resigned or accepted another job during school year 1990-91, with the most prevalent reason being personal problems.

30 or 17% of the schools indicated their principal resigned or accepted another job during school year 1991-1992, with the most prevalent reasons being personal problems and promotion.

TABLE 5

NUMBER OF ACTING PRINCIPALS BY TYPE OF SCHOOL
For School Years 1990-91 and 1991-92

TYPE OF SCHOOL	N=57 School Year 1990-91	N=41 School Year 1991-92
BIA OP	38	22
Grant	14	14
Contract	5	5
TOTAL	57	41
PERCENT ACTING	33%	24%

SUMMARY OF TABLE 5

E. NUMBER OF ACTING PRINCIPALS BY TYPE OF SCHOOL

172 schools responded to this item for 1990-1991.

Of these, 115 or 67% of the reporting schools indicated they had no acting principal during the 1990-1991 school year.

174 schools responded to this item for 1991-1992.

Of these, 133 or 76% of the reporting schools indicated they had no acting principal during the 1991-1992 school year.

1990-1991

57 or 33% of the 172 schools responded that they had 1 or more acting principals during the 1990-1991 school year.

Four of these 57 schools reported 3 acting principals and 5 schools reported 2 acting principals during the 1990-1991 school year.

BIA operated schools reported 38 acting principals.
Grant schools reported 14 acting principals.
Contract schools reported 5 acting principals.

1991-1992

41 or 24% of the 172 schools responded that they had 1 or more acting principals during the 1991-1992 school year.

One of these 41 schools reported 3 acting principals and 6 schools reported 2 acting principals during the 1991-1992 school year.

BIA operated schools reported 22 acting principals.
Grant schools reported 14 acting principals.
Contract schools reported 5 acting principals.

Of the 57 schools that reported principals leaving for both years, their immediate replacements came from primarily from the academic program. In other words the acting principal was a teacher or other certified staff member of the school.

This makes sense as most Bureau funded schools have no assistant principals. This also means that a certified person, most likely a teacher, is taken away from their position temporarily or for the remainder of the school year.

TABLE 6

PROGRAMS OR DEPARTMENTS THE ACTING PRINCIPALS WERE REASSIGNED FROM

DEPARTMENT/PROGRAM ACTING PRINCIPAL REASSIGNED FROM BY TYPE OF SCHOOL	N=43 SCHOOL YEAR 1990-91	N=42 SCHOOL YEAR 1991-92
BIA OPERATED		
Academic	21	21
Residential	3	2
Agency	6	3
Another School	0	1
GRANT		
Academic	8	11
CONTRACT		
Academic	5	2
Outside School		1
Other		1
TOTAL NUMBER	43	42

SUMMARY OF TABLE 6

PROGRAMS OR DEPARTMENTS THE ACTING PRINCIPALS WERE REASSIGNED FROM

1990-1991

Although 57 (see Table 5) responded that they had 1 or more acting principals during the 1990-1991 school year, only 43 responded to the question regarding what program or department these acting principals were reassigned from.

1991-1992

Although 41 (see Table 5) schools responded that they had 1 or more acting principals during the 1991-1992 school year, 42 schools responded to the question regarding what program or department these acting principals were reassigned from.

TABLE 7

RANKING OF GREATEST PRINCIPAL TRAINING NEEDS, DURING THE 1991-92 SCHOOL YEAR

155 REPORTING SCHOOLS

REPORTED TRAINING NEEDS	FREQUENCY OF NEED
Budgeting and Finance \[1]	62
Curriculum Development	48
Staff Development/Motivation	43
Facilities Management	38
Records Management	35
Instructional Leadership	28
Personnel	27
Appraisals/Evaluations/Assessments	16
Supervision	15
Computers	15
Purchasing/Procurement	12
Time Management	12
Total Quality Management	11
Communication	11
Admin. Decision/Regulations	10
Grants	9
Stress Management	8
Effective Schools	8
School law/Legal issues	7
Discipline	5
Parent Involvement/Development	5
ISEP	4
At Risk Students	4
Cooperative Learning	4
Cultural Awareness	3
Drug & Alcohol (FAS & FAE)	3
State Certification	3
Total	446

[1] The data provided by 155 reporting schools in response to a survey question regarding training needs was categorized under main headings. A training need related to any financial aspect of school operations was placed under Budgeting and Finance; any training need associated with curriculum was placed under Curriculum Development; any need associated with training of school staff was placed under Staff Development; etc....

F. THE GREATEST PRINCIPAL TRAINING NEEDS

The seven greatest training needs reported by the 155 reporting schools are:

Budgeting and Finance	62
Curriculum Development	48
Staff Development/Motivation	43
Facilities Management	38
Records Management	35
Instructional Leadership	28
Personnel	27

Budgeting and Finance was the most frequent response in terms of needed training with Curriculum Development the next most frequently reported training need.

Of the 27 response categories listed (created from the array of schools' responses), 18 of the response categories are related to management/administrative functions. Only 9 are related to education/instruction/curriculum functions.

Based on the responses, it appears that the current principals see a greater need for training in an array of management and administrative functions, overall.

SUMMARY OF OTHER PROGRAMS AND ACTIVITIES

This part of the report describes programs and activities which, although referred to in other parts of the report, are not explained in detail.

A. Indian Student Equalization Program (ISEP) - How the schools receive funds based on the ISEP formula.

Appropriations for the ISEP program for FY 1992 amounted to $201,932,187 which increased from $192,252,291 in FY 1991. These funds provide for the following programs: kindergarten, elementary, secondary instruction; bilingual education; exceptional child programs (commonly known as Special Education); gifted and talented programs; residential programs; summer programs at the option of the local school board, if sufficient funds are available; and funds for schools with declining enrollments from one year to the next.

Under the ISEP formula, the different programs and activities, as described above, are assigned weights (using a base amount of 1.00) which reflect the relative costs associated with these programs and activities. P.L. 100-297 placed an additional weight of .2 for students in grades 7 and 8 and also increased the weight to 2.0 for gifted and talented students.

The relative weight factors were determined on the basis of the best practice and experience of state school systems which have developed equalization funding formulae. Specifically, the number of students a school has participating in the various programs and activities is identified, totaled by program or activity, and multiplied by the weighting factor for each activity to arrive at the number of weighted student units (WSU) for each school. The WSU dollar value is then multiplied by the number of each school's WSU's to arrive at each school's amount of funding.

A Small School Adjustment is provided for schools with less than 50 students, since it costs more per capita to operate such schools and dormitories.

B. Indian School Program Adjustments

The program adjustments include special projects, new activities, and other costs not considered in the ISEP formula. All the programs and activities funded within this education budget line item are summarized below.

1. <u>Law Enforcement</u>

Special law enforcement funds are required for Chemawa Indian School in Salem, Oregon because the school is located on federal land over which local, county and state officials have no

jurisdiction. The GSA normally provides protection of federal properties, but has no legal responsibility to provide the required security for Bureau schools.

Chemawa consequently is provided extra funds ($79,000) to employ one criminal investigator and two law enforcement officers.

Law enforcement services are needed for Riverside Indian School near Anadarko, Oklahoma, particularly in the evening. Law enforcement authority extends only to tribal lands, and Anadarko authorities have no jurisdiction over the school since it is outside the city limits. In an agreement with the Bureau's Anadarko Area Director, Riverside School has two law enforcement positions, one of which is funded with education funds in the amount of $25,000.

2. Furniture Repair Program

Twelve schools in North and South Dakota received furniture repair funds in the amount of $148,000 most of which is used to repair dormitory furniture and replace bed mattresses. This generally takes place during the summer months. Funding also includes the cost of shipping the furniture.

3. Junior and Senior High School Equipment Program

In FY 1992, the junior high schools which are departmentalized and which have developed a differentiated curriculum of the major disciplines, may apply for equipment purchases for the practical arts, science, computer literacy and home economics.

There is an application process for these funds and identified need for these funds must be justified by the requesting school. Schools applying and not funded in FY 1992 will be given first priority in FY 1993; however, all other applying schools will still be considered. In FY 1992, priority was given to science and computer laboratories. This program was funded at $617,000.

The high schools may also apply for funding on a matching basis. Priority will be given to the practical arts and home economics which are requirements for graduation.

4. Navajo Child Sexual Abuse Project

In FY 1992, a Congressional add-on of $99,000 funded the Navajo Tribe in establishing teacher background screening, staff training, counseling referral and other preventive services for the prevention of child sexual abuse.

C. Facilities Operation and Maintenance and Construction

The objective of this program is to provide basic facility operating services to existing bureau-owned and/or operated facilities and to maintain these facilities in good and safe operating condition for the conduct of bureau programs.

1. Existing Facilities Operation Maintenance

The educational facilities consist of 2,052 buildings (including grant and contract schools, but not quarters) which contain 16,9500,000 square feet. All utility systems and services associated with site maintenance functions are also included in the program. Types of buildings include: classrooms, offices, dormitories, food services facilities, storage areas, gymnasiums, auditoriums, recreation and transportation facilities.

The utility systems include: backbone telecommunications equipment, water wells, water towers, water treatment plants, sewer treatment plants, central heating and cooling plants and electrical power distribution systems. Site services include: custodial, landfill maintenance, lawn and grounds care, tree trimming, maintenance of all outside areas used in support of athletic programs and refuse disposal.

The FY 1992 appropriations included $62,819,373.(increased from $60,917,000 in FY 1991). The funds pay for essential services for existing educational physical facilities throughout the Bureau.

Costs include the employment of general maintenance workers as well as specialists in the electrical, plumbing, and carpentry trades and equipment operators. Recurring costs that these funds pay for include supplies, materials, equipment, heating, cooling, electricity, water, sewage, refuse disposal, backbone telecommunications equipment, unscheduled maintenance, preventive maintenance, GSA vehicle rental and maintenance, lease agreements, and custodial services.

2. Education Construction - Construction Program Management

The objective of the Construction Management Program is to manage a program designed to operate, maintain, plan, design, construct, repair, and equip educational facilities and to ensure compliance with safety and health codes.

The FY 1992 appropriations include $3,509,000 for area office operations of education facilities to: support area facility management staff; provide technical coordination and engineering services; O&M oversight which includes developing agency level facility operation and maintenance programs; distribute available funds; provide technical guidance, monitoring, inspection and evaluation services; and provide field locations with energy conservation and environmental protection expertise as well as

facilities related training to agency staff. The area office staff also provide direct support to the agency level facility programs.

3. New School Construction

The objective of new school construction is to provide for the planning, design and construction of school facilities for the students served by the Bureau.

In FY 1992, the education construction funds appropriated by the Congress were allocated as follows:

New School Construction	$9,000,000	(Pinon Community School $7,000,000 and Pine Ridge 2,000,000)
Advance Planning and Design	$1,500,000	
Facilities Improvement and Repair	$34,989,000	
Construction	$23,202,000	

4. Transfer of Facilities O&M to OIEP (Navajo Area)

Tribal consultation was conducted with the Navajo Tribal Council, Navajo Area School Boards resulting in a council resolution supporting the transfer of all facilities maintenance and operation functions at and below the agency level to Office of Indian Education Programs (OIEP). A written transition plan was developed and executed resulting in the transfer effective October 1, 1991. Training was arranged and provided to all education school administrators, line officers, and facility managers on the roles and responsibilities associated with total management of the facilities O&M program.

In FY 1992, the O&M funds were distributed to OIEP line officers and total supervisory responsibility was assumed for the program at the agency level. The new administrative structure has resulted in noticeable improvement in addressing abatement and mitigation of health/safety code violations, as well as, improved janitorial attention to school cleanliness and physical plant appearances.

5. Tribal Consultation (Albuquerque, Aberdeen, Phoenix - Areas)

Formal tribal consultation was conducted with all 11 affected Pueblo governments; Oglala Sioux Tribal Council, Lower Brule Sioux Tribal Council, Crow Creek Sioux Tribal Council, Cheyenne River Sioux Tribal Council, Standing Rock Sioux Tribal Council, Turtle Mountain Chippewa Tribal Council, Papago Tribal Council, Pima-Maricopa Tribal Council and the Hopi Tribal Council relative to the Bureau's proposal to transfer administrative responsibility of the

facilities O&M program to OIEP. Training for all educatic managers and facilities managers was provided on the roles and responsibilities associated with total management of the facilities O&M program. The tribes in the Albuquerque Area have overwhelmingly acted to endorse the management transfer date of October 1, 1992. A Transition Action Plan is being developed between OIEP and the Albuquerque Area offices affected to ensure a smooth transfer by October 1, 1992. The Aberdeen and Phoenix Area transfer proposal will not be implemented until FY 1993.

6. Fiscal Implementation of FY 1992 Facility O&M Funds

The FY 1992 facilities O&M budget was divided 80% to OIEP and 20% to the rest of the Bureau. All appropriated funds were distributed to field locations after certification of facilities inventories, and verification of the 1991-92 student count. All schools and OIEP line officers were provided a computer printout of the facilities O&M funds generated by location. This document provided field managers with fiscal data on funding which should be spent on site. Major equipment replacement, fire protection services and asbestos reinspection services, Bureau-wide, were determined and executed via a Central Office committee represented by OIEP and Facilities Management Construction Center (FMCC).

7. Facilities Funding Formula Revisions

An in-depth assessment of the facilities O&M formula, developed in 1987, was conducted revealing significant deficiencies. Specific components to the formula were changed to more realistically accommodate generation of local funding to meet current program needs. The 180 day funding base for school operations was increased to 215 days which will provide funding in FY 1993 to accommodate school operational program budgetary needs. The solid waste component was increased by a factor increasing threefold funding to meet compliance with Environmental Protection Agency regulations. Initial efforts were begun to forecast facilities O&M funding for summer school programs.

8. Staff Development and Facilities Management Training

Bureau-wide training programs were developed and implemented for all Bureau funded school administrators and facilities managers in the following areas:

(a) Roles and Responsibilities of Facilities Managers
(b) National Fire Protection Act, Life Safety Code 101
(c) Environmental Protection Act Code Compliance
(d) Tort Claims and Unemployment Compensation
(e) Handicapped Accessibility Compliance
(f) AHERA Regulatory Compliance
(g) Asbestos Management Recertification
(h) Maintenance of Fire Alarms and Sprinkler Systems

9. School Health/Safety Deficiency Mitigation

OIEP was represented on the Bureau's Central Office Health/Safety Tactical Action Team (TAT) and participated in numerous site evaluation/technical assistance/program monitoring visits identifying health/safety deficiencies which had not been corrected and developed a computerized tracking system. A monthly deficiency certification reporting system was developed and implemented. All FY 1992 Minor Improvement and Repair (MI&R) funds and Emergency funds were administered by the FMCC/TAT which included active OIEP participation.

10. Effective Schools Supplemental Report

All OIEP Effective Schools Monitoring Reports were reviewed. A supplemental report was written which identified the funding and plans developed to address all facilities management concerns.

11. FTS 2000 Implementation

FMCC special assistant to the Director, OIEP coordinated with FMCC staff operational plans to implement conversion of telephone systems to the FTS 2000 network and assisted with resolution of unique installation problems at select field locations. Completion of the project remains in process pending release of appropriated funds.

12. Facilities Management Policy/Regulation/Manual Development

The Executive Management Report of September 1990, recommended that the Bureau establish formal policy statements and regulations governing the totality of the Facilities Management Program. The incumbent assumed the lead role, in concert with the Office of Construction Management (OCM) staff, to administratively address this initiative. Draft policy statement, new school construction regulations and law enforcement detention center regulations were developed and tribal consultations held. Final proposed rules are being prepared for publication. The task forces addressing Facilities Improvement and Repair and Government Quarters have prepared initial draft documents and additional developmental work is in progress.

The incumbent has actively participated in several task force committees assigned to develop regulations or Bureau Manual updates in the following ares:

(a) New School Starts/Program Expansions/Facility Use Conversions
(b) Space Utilization Standards
(c) Asbestos Mitigation in BIA Schools
(d) BIA Fire Protection

13. Bureau-wide Quarters Needs Assessment

FMCC special assistant to the Director, OIEP worked directly with OCM staff in analyzing the Bureau's Quarters Program and has developed a management strategy paper recommending changes which will improve funding, operations and the life safety code violations for government quarters within the Bureau's property inventory.

14. New School Construction Project Ranking Committee

FMCC special assistant to the Director, OIEP co-chaired, along with the Deputy Director of OCM, the Committee to evaluate all FY 1993 school construction project applications. One hundred eighty (180) applications were reviewed and ten (10) recommended for application validation prior to final ranking. Validation reports are scheduled for submission to OCM August 1, 1992. Final ranking recommendations will be prepared for the Department's submission to the Appropriations Committees in September 1992.

15. Education Specification/Construction Program of Requirement Approval

FMCC special assistant to the Director, OIEP served as the principal OIEP representative to evaluate and approve all FMCC and contractor developed education specifications, construction program of requirements and design/engineering conceptual plans for major facility improvement and repair and new school construction projects. Projects include seven major roofing repair contracts, four major code violation repair contracts, and 22 regular FI&R projects nationwide.

16. DOI/BIA Joint Oversight of Facilities Management

FMCC special assistant to the Director, OIEP serves as the OIEP designated staff representative to provide periodic briefing reports and conduct special assignments at the direction of the Senior Managers comprising the Joint Oversight Committee (JOC).

17. Early Childhood Program Initiative

OIEP proposed to double the number of early childhood projects annually until program services for 3 to 4 year olds are extended to all existing Bureau school locations. Advance budget development planning, coordination of space expansion to meet program requirements has been coordinated by the incumbent.

D. Institutionalized Handicapped Program

This program is authorized by the Education for All Handicapped Children Act, Public Law 94-142 and is included as part of the FY 1992 appropriations in the amount of $2,962,200 (increased from $2,216,325 in FY 1991) to provide financial support for the educational costs of handicapped Indian children who are placed in institutions.

The institutionalized handicapped program serves the special education and related service needs of handicapped Indian children in state operated institutions, approved private nonprofit facilities, and facilities operated by Navajo tribal organizations.

The total costs for these services vary greatly and depend on several factors: (a) high cost of educational/custodial placements; (b) type and severity of handicapping conditions; (c) length of placement; (d) fixed cost rates verses variable cost rates; (e) placements requiring extensive medical, social, and educational and training intervention; and (f) when appropriate, living care costs associated with the severity of the handicapping condition. On the average, 226 children are served in 28 facilities.

E. Student Transportation

Student transportation involves the transportation of day school students to and from school, the transportation of students to the boarding school in the fall, during the holidays, and back home when school concludes.

For the schools, this involves the lease or purchase of buses (although most schools lease buses from the GSA), their maintenance and fuel and bus driver salaries. Both day and boarding schools require buses for student transport. For some boarding schools (mainly the off-reservation boarding schools), the travel costs involve chartering buses, airline fares and other commercial transportation modes to transport students to and from the school. The Bureau reimburses the actual cost of four trips for students attending these schools.

The FY 1992 appropriations was $14,158,285.

F. Solo Parent Program

The Solo Parent Program, operated at Sherman Indian School and Flandreau Indian School, provides single parents the opportunity to complete their high school education while living at the school with their children. The parents are also given instruction in home management, child development and child care, in addition to their regular school curriculum.

Day care is provided for their children by the program and medical care is provided by the Indian Health Service. The FY 1992 appropriations was $148,110 (increased from $132,303 in FY 1991).

G. Tribal Departments of Education

The Elementary and Secondary School Improvement Amendments of 1988, Public Law 100-297 authorized the Bureau to provide grants and technical assistance to tribes for the development and operation of tribal departments of education.

Congress included $99,476 for this pilot program in the FY 1991 appropriations at the request of the Choctaw Tribe of Mississippi. The tribe will coordinate and control all matters relating to education and provide for the development of educational programs, from preschool through higher education and vocational education.

In FY 1992, there were no funds appropriated for tribal departments of education.

H. Administrative Cost Grants

Public Law 100-297 also directs that each tribe or tribal organization operating a school shall receive an Administrative Cost Grant in lieu of contract support funds previously based on negotiated indirect cost rates or lump sum agreements. The FY 1992 appropriations was $19,748,000 (increased from $18,900,440 in FY 1991).

In FY 1992, 85 schools were operated either by contract or grant and received an administrative cost grant according to a formula which is as follows:

$$\frac{(\text{Tribe direct cost base} \times \text{minimum base rate}) + (\text{standard direct cost base} \times \text{maximum base rate})}{\text{Tribe's direct cost base} + \text{standard direct cost base}}$$

P.L. 100-297 also directed the Bureau to evaluate the formula process. A contract was awarded and results were scheduled to be made available in FY 1993.

I. Technical Support - Agency and Area Offices

The objective of technical support is to provide field level staff assistance to the Director [illegible]ce of Indian Education Programs (OIEP), as well as techni[illegible]istance and leadership to local schools, school boards, tr[illegible]mb[illegible]s, parents and students. The Area and Agency Education [illegible]ders and staff provide technical support and program supervisio[illegible]for the Bureau operated education programs which take place at th[illegible]local/reservation level, including overseeing the education relat[illegible] grants and contracts to tribes, tribal organizations and scho[illegible]boards.

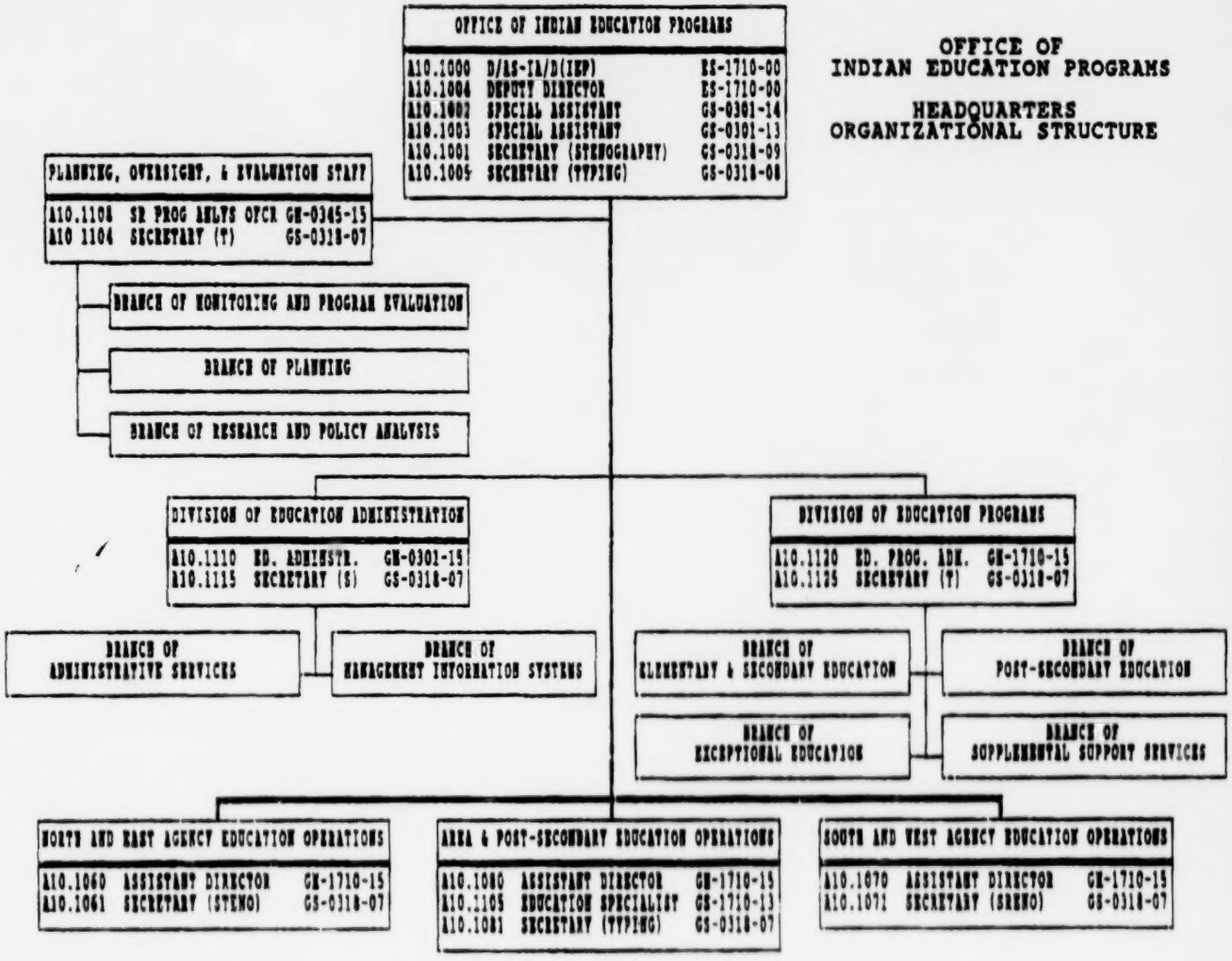
Program direction and management responsibilities for field operations includes supervision of all Bureau education programs within their respective jurisdiction; implementing policies and procedures applicable to their jurisdiction; assuring school compliance with the academic and residential standards where applicable; formulating budgets and financial programs; providing technical assistance and advice to programs and organizations within their jurisdictions; and taking responsibility with local school boards; and tribal contractors for school operations.

In summary, the Bureau's twenty seven (27) area and agency education offices provide technical support and program supervision for the following programs: 1) the post secondary programs; 2) the peripheral dormitory schools; 3) the off-reservation boarding schools; 4) the elementary and secondary schools; 5) the federal title/supplementary programs; 6) the higher education and adult education programs; 7) the exceptional education programs; 8) student support services; and 9) the bilingual programs.

In FY 1992, $7,358,105 (increased from $7,033,948 in FY 1991) was appropriated for the operation and technical support functions of the 27 area and agency education offices.

APPENDIX

APPENDIX I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OFFICE OF
INDIAN EDUCATION PROGRAMS

HEADQUARTERS
ORGANIZATIONAL STRUCTURE

RECOMMENDED: Edward F. Parisian
DEPUTY TO THE ASSISTANT SECRETARY - INDIAN AFFAIRS/DIRECTOR (INDIAN EDUCATION PROGRAMS)

8-3-90
DATE

APPROVED:
ASSISTANT SECRETARY - INDIAN AFFAIRS

SEP 12 1990
DATE

POSITION TITLES, GRADES, AND SERIES SUBJECT TO FINAL CLASSIFICATION ACTION.

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ORGANIZATIONAL STRUCTURE
DIVISION OF EDUCATION ADMINISTRATION
OFFICE OF INDIAN EDUCATION PROGRAMS

DIVISION OF EDUCATION ADMINISTRATION		
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RECOMMENDED: Edward F. Parisian — 9-4-90
DEPUTY TO THE ASSISTANT SECRETARY - INDIAN AFFAIRS/DIRECTOR (INDIAN EDUCATION PROGRAMS) — DATE

APPROVED: [signature] — SEP 12 1990
ASSISTANT SECRETARY - INDIAN AFFAIRS — DATE

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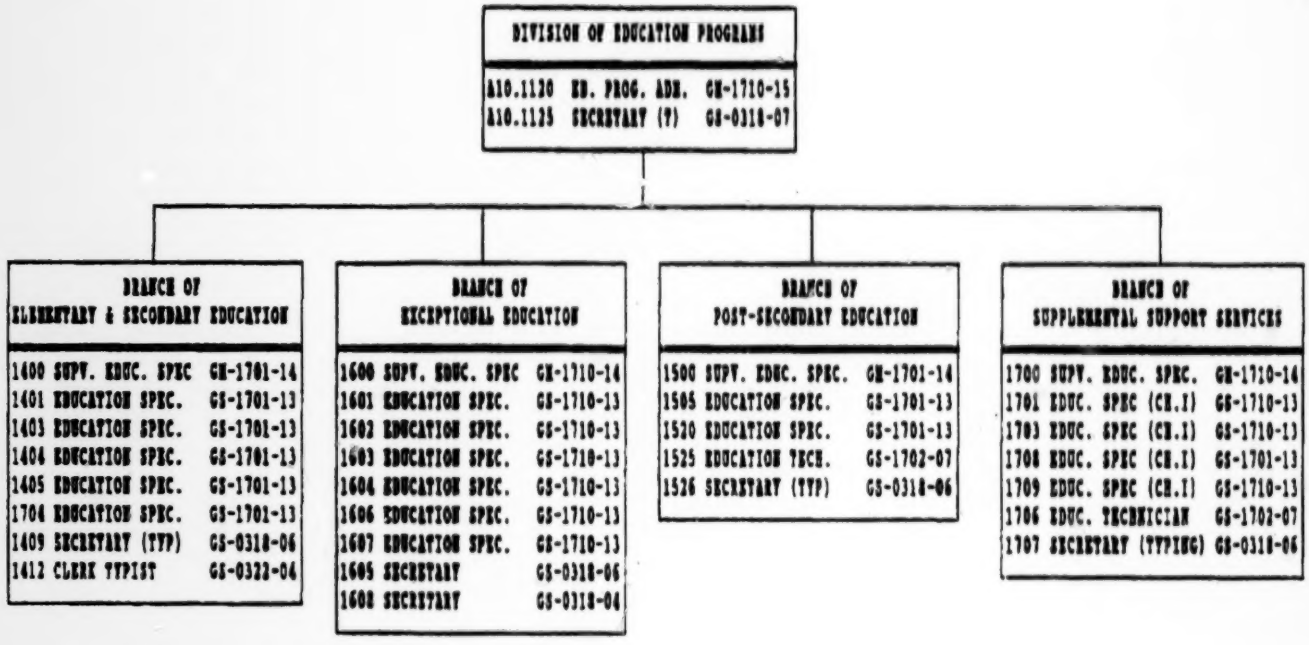
ORGANIZATIONAL STRUCTURE
DIVISION OF EDUCATION PROGRAMS
OFFICE OF INDIAN EDUCATION PROGRAMS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RECOMMENDED: Edward F. Parisian — DEPUTY TO THE ASSISTANT SECRETARY - INDIAN AFFAIRS/DIRECTOR (INDIAN EDUCATION PROGRAMS) — 9-3-90 DATE

APPROVED: Eddie F. Brown — ASSISTANT SECRETARY - INDIAN AFFAIRS — SEP 12 1990 DATE

POSITION TITLES, GRADES, AND SERIES SUBJECT TO FINAL CLASSIFICATION ACTION.

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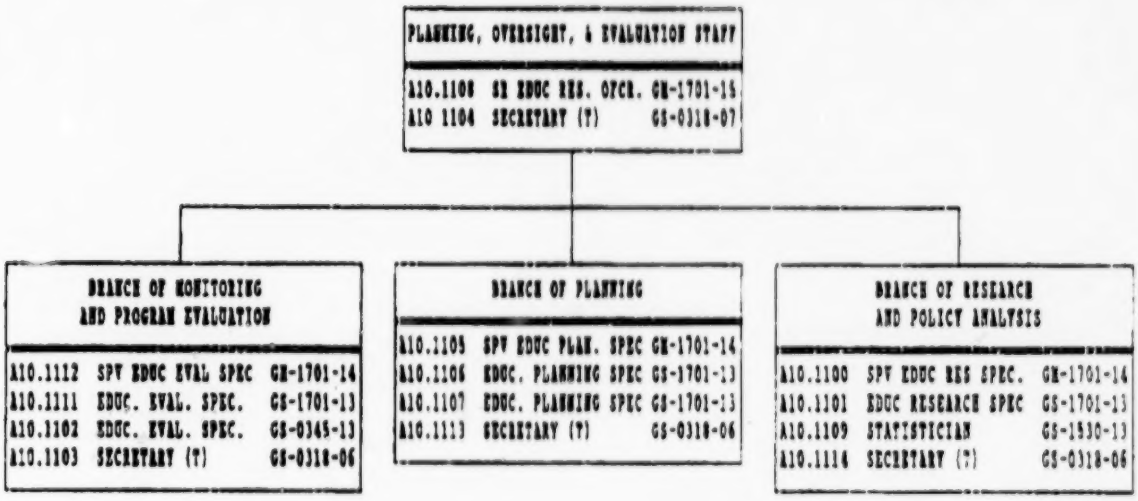
PLANNING, OVERSIGHT AND EVALUATION STAFF
OFFICE OF INDIAN EDUCATION PROGRAMS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RECOMMENDED: Edward F. Parisian — 9-4-90
DEPUTY TO THE ASSISTANT SECRETARY - INDIAN AFFAIRS/DIRECTOR (INDIAN EDUCATION PROGRAMS) — DATE

APPROVED: Eddie F. Brown — SEP 12 1990
ASSISTANT SECRETARY - INDIAN AFFAIRS — DATE

POSITION TITLES, GRADES, AND SERIES SUBJECT TO FINAL CLASSIFICATION ACTION.

APPENDIX II

FISCAL YEAR 1992 BUDGET FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS

TABLE 1

SUMMARY OF THE FY 1992 BIA EDUCATION BUDGET*

PROGRAM/ACTIVITY NAME		TOTAL DISTRIBUTION
Indian School Equalization Program		$201,932,187
Indian School Program Adjustments:		
-Law Enforcement	$ 78,992	
-Law Enforcement	24,685	
-Furniture Repair	148,110	
-Staff Development	864,962	
-Equipment Program	617,125	
-Navajo Child Abuse	98,740	
-FACE Program	2,985,898	
Total Indian School Program Adjustment		4,818,512
Facilities O&M		62,819,375
Institutionalized Handicapped		2,962,200
Student Transportation		14,158,285
Solo Parent Program		148,110
Technical Support (Agency & Area Offices)		7,358,105
Education Program Management		4,341,598
Alcohol/Substance Abuse Counselors/Training		2,437,891
Tribe/Agency Operations		1,046,644
Administrative Cost Grants		19,748,000
Johnson O'Malley		23,589,800
Special Higher Education Grants		2,417,155
Post secondary Instruction (Haskell & SIPI)		11,049,993
Tribally Controlled Community Colleges		22,292,530
Tribally Controlled Community Colleges (Endowments)		987,400
Higher Education Grants (Scholarships)		29,897,485
Adult Education		3,478,610
	TOTAL	$415,483,880

* Based on end of year adjusted amounts from original enacted-to-date amounts.

EXPLANATION OF BUDGET LINE ITEMS IN TABLE 1

1. Indian School Equalization Program - The Indian School Equalization Program (ISEP) includes two components - the ISEP formula and Indian School Program Adjustments. Under the ISEP Formula, the major portion of Bureau of Indian Affairs school operating funds for instruction, boarding, and dormitory costs are distributed directly to BIA-operated and contract schools by a formula using a weighted student funding approach.

2. Indian School Program Adjustments - These adjustments include special projects, new activities, and other costs not considered in the ISEP formula process.

- Law Enforcement (Chemawa).....Law Enforcement activities at Chemawa are complex, because of jurisdictional factors which preclude local, county and state law enforcement authorities. There is no adjustment factor within ISEP to cover such situations. Chemawa, in addition to its normal security staff, employs one criminal investigator and two law enforcement officers.
- Law Enforcement (Riverside)....Law Enforcement services are provided, in the absence of other local law enforcement authorities, which do not have jurisdictional authority over the school.
- Furniture Repair.....This funding covers the cost of repairing and shipping of dormitory furniture and replacement of mattresses. The program effort generally takes place during the summer months when school is not in session.
- Staff Development.....In FY 1992, the BIA entered the fourth year of a five year plan to phase-in all schools to the Effective Schools Model. This plan has entailed extensive staff development and training. It is anticipated, at the end of FY 1993, test scores can be used to evaluate the success of the schools which have subscribed to the Effective Schools Model.
- Equipment Program.....BIA-funded Junior/Senior High Schools which are departmentalized and have developed a differentiated curriculum of the major disciplines, can apply for equipment purchases for practical arts, home economics, science and computer literacy. Schools must demonstrate need for such equipment and explain in their application(s) why they cannot provide the items using ISEP funds.
- Navajo Child Abuse.....Funds have assisted the tribe in establishing teacher background screening, staff training, counseling referral and other preventive services for the prevention of child sexual abuse.
- FACE Program.....The Bureau's Family and Child Education Program encourages parental and community involvement in education processes to increase student achievement. It is expected that students who participate in preschool education program(s) will be better able to

accomplish their first scholastic tasks and therefore less likely to drop out of school in future years.

3. Facilities O&M - To provide basic facility operating services to existing government-owned and/or operated facilities and to maintain these facilities in good and safe operating condition for the conduct of programs.

4. Institutionalized Handicapped - The Bureau is mandated by P.L. 94-142, the Education for all Handicapped Children Act, to provide financial support for the educational costs of handicapped Indian children who are placed in institutions. The program typically provides education and related services to severely handicapped children between the ages of 3-21 years.

Institutionalized costs are based on a fixed daily rate which may be adjusted by contract auditing for actual cost determination(s). Referral, identification, evaluation and placement services are in compliance with P.L. 94-142, the Indian School Equalization Program, and appropriate sections of the U.S. Department of Education's General Administration Regulations (EDGAR).

5. Student Transportation - Student transportation funding includes personal services costs for vehicle operators, GSA vehicle rental, vehicle supplies and equipment, vehicle maintenance and repair and other transportation support costs.

6. Solo Parent Program - The Solo Parent Program, operated at Sherman Indian School and Flandreau Indian School, provides single parents the opportunity to complete their high school education while living at the school with their children. The parents are provided instruction in home management, child development and child care in addition to the regular school curriculum. Day care is provided for the children, and medical services are provided by the Indian Health Service. The schools also receive ISEP funding for these students to cover their basic instructional and boarding costs.

7. Technical Support (Agency & Area Offices) - To provide field level staff assistance to the Director, Office of Indian Education Programs (OIEP) and broad technical assistance and leadership to local school boards, tribal members, parents and Indian citizens.

8. Education Program Management - This activity links OIEP's liaison activities with existing BIA administrative support functions such as ADP, personnel management, procurement, contracting, payroll liaison, property management, budgeting, financial management, and safety. The OIEP consists of three major offices: Education Programs; Administration; and Office of Planning, Research and Evaluation (PRE). Education research has been added to the PRE office to provide OIEP with data to set long range goals and forecast the direction of budgetary trends.

9. Alcohol/Substance Abuse - The objective of education programs in substance and alcohol abuse is to provide BIA-funded schools

with curriculum materials and technical assistance in developing and implementing alcohol and substance abuse programs in the areas of prevention, assessment, identification, and crisis intervention through the use of referrals and additional counselors at the schools. The Bureau emphasizes training sessions and summer workshops for dormitory personnel, in both on and off reservation boarding schools, that have direct and daily contact with students. Training opportunities for alcohol and substance abuse certification endorsement will be continued for certified school counselors.

10. Tribe/Agency Operations - These funds are provided to those TCCCs who opted, as authorized by the tribe, to include scholarships to Indian students for higher and continuing education programs in their budgets.

11. Administrative Cost Grants - P.L. 100-297 directs that each tribe or tribal organization operating a school shall receive an Administrative Cost Grant in lieu of contract support funds based on negotiated indirect cost rates or lump sum agreements. The amount of the grant is determined by the following Administrative Cost Formula which is authorized in the law:

$$\frac{\text{(Tribe direct Cost Base)} \times \text{(minimum Base Rate)} + \text{(standard Direct Cost Base)} \times \text{(maximum Base Rate)}}{\text{Tribe's Direct Cost Base} + \text{Standard Direct Cost Base}}$$

12. Johnson O'Malley - The JOM Act funds supplementary programs for Indian students attending public schools.

13. Special Higher Education Grants - This program provides financial assistance to Indian students for graduate level study with special emphasis on students pursuing the professions of law, education, medicine, natural resources, engineering, business administration and social work.

14. Post Secondary Instruction (Haskell & SIPI) - This represents funds to operate the two post-secondary schools, Haskell Indian Junior College (HIJC) and the Southwestern Indian Polytechnic Institute (SIPI), to provide a variety of vocational and educational opportunities for Indian and Alaska Native students at the junior college level to prepare them to enter four-year colleges and universities or to prepare them for employment.

15. Tribally Controlled Community Colleges - Under the authority of the Tribally Controlled Community College Assistance Amendments Act (P.L. 98-192), the Bureau provides grants to 22 tribal colleges for academic/administrative and operation/maintenance purposes of the colleges.

16. Tribally Controlled Community College Endowments - P.L. 99-428 authorized the Secretary to establish a program for making endowment grants to the Tribally Controlled Community Colleges (TCCCs). The endowment program was initiated in FY 1988 and was implemented under Federal Register notice. The endowment grants are based on a dollar for dollar match.

17. Higher Education Grants (Scholarships) - This program provides financial assistance to Indian students for graduate level study with special emphasis on students pursuing the professions of law, education, medicine, natural resources, engineering, business administration and social work.

18. Adult Education - The Adult Education program provides educational opportunities and learning experiences to enable adult Indian and Alaska Natives to complete high school graduation requirements, acquire basic literacy skills, and gain new skills and knowledge to improve their functioning as individuals and as members of the community.

OTHER SUPPLEMENTAL FEDERAL PROGRAMS

There are also a number of supplementary federal program funds channeled through the Bureau which local schools receive based on their eligibility and application for these funds. These programs are listed in the following table.

TABLE 2

OTHER FEDERAL FUNDS RECEIVED BY THE BUREAU
1991-1992 SCHOOL YEAR

PROGRAM NAME	TOTAL DISTRIBUTION
Chapter I (168 Schools w/ Academic Programs)	$31,276,152
Special Education (168 Schools w/ Academic Programs)	19,044,568
Title V Indian Education Act (77 Schools)*	2,611,508
Title VII Bilingual Education (10 Schools)	1,435,271
USDA National Breakfast & Lunch Program (93 Schools)*	5,705,379
Math and Science Institutes	1,068,986
Infants and Toddlers with Handicaps	1,431,301
Drug Free Schools & Communities	5,665,000
TOTAL	$68,238,165

*** These schools represent Bureau operated schools only.**

EXPLANATION OF PROGRAMS IN TABLE 2

Chapter 1 monies are distributed and monitored by the Office of Indian Education Programs (OIEP) Chapter 1 program. All Bureau funded schools with academic programs receive these funds.

Special Education monies are distributed and monitored by the OIEP's Exceptional Child Program. All Bureau funded schools with academic programs with eligible students receive these funds. Eligible students residing in dormitory schools receive assistance through the Exceptional Child Residential Program.

Title V monies are distributed to Bureau operated schools based on the school applying to, and being awarded a Title V grant by the Office of Indian Education, U. S. Department of Education (DOE). The schools reflected in this table represent just the Bureau operated schools, whose funds are provided to the Department of the Interior through an MOA, and does not include contract or grant schools who are funded directly by the DOE.

Title VII funds are also distributed to Bureau operated schools based on successful application to the U.S. Department of Education. The 10 schools reflected in this table represent just the Bureau operated schools, whose funds are provided to the Department of the Interior through an MOA, and does not include contract or grant schools who are funded directly by the DOE.

USDA Breakfast and Lunch Program monies are distributed to Bureau operated schools by states based on application to the respective state. Funds are allocated to schools monthly based on a count of meals served to eligible students whose family meets certain income eligibility requirements. The schools reflected in this table represent just the Bureau operated schools, whose funds are provided to the Department of the Interior through an MOA, and does not include contract or grant schools who are funded directly by the DOE.

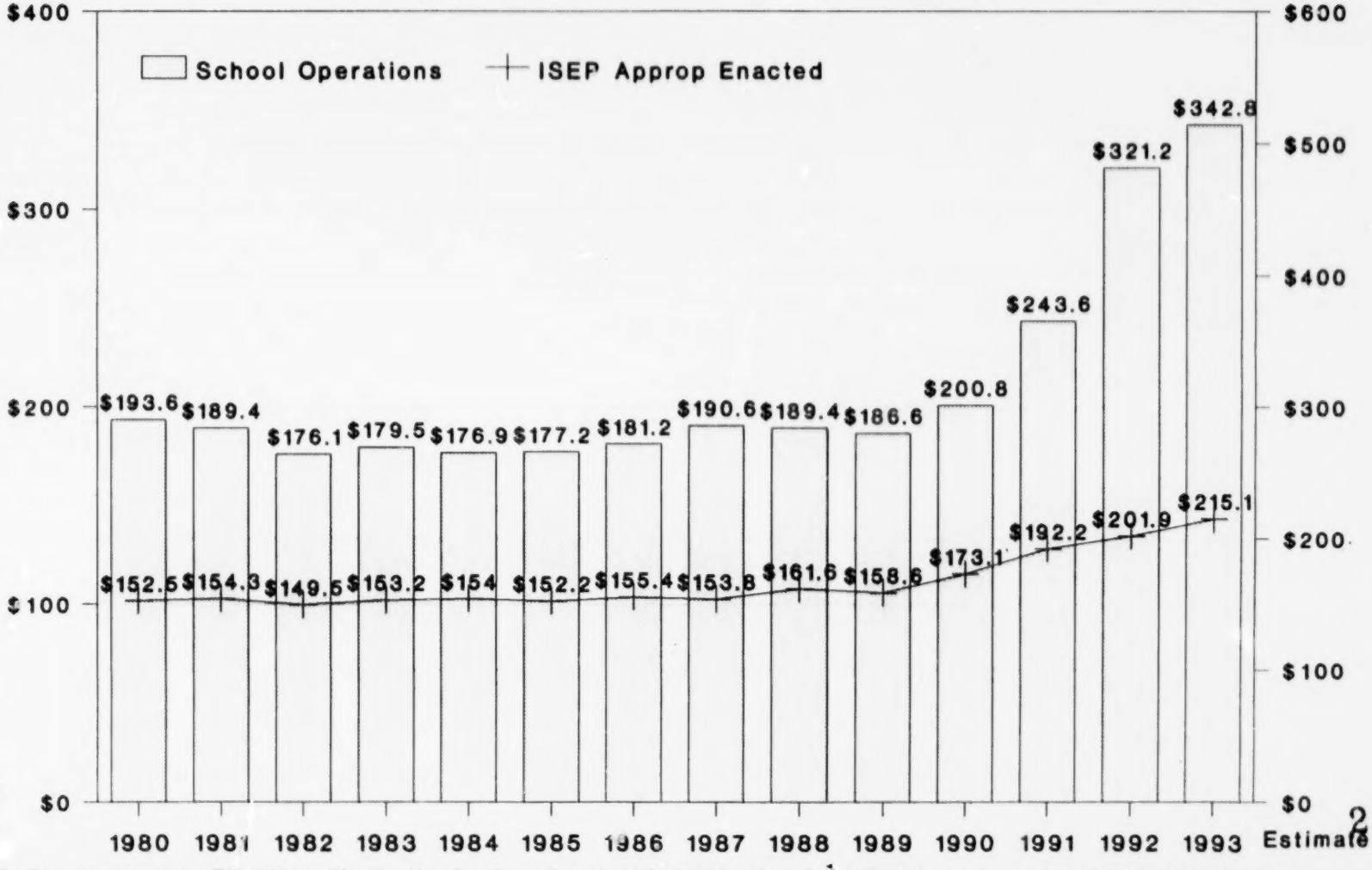
The Math and Science Institutes are funded through the U.S. Department of Education as authorized by the Dwight D. Eisenhower Mathematics and School Education Act, P.L. 101-589. The Bureau submits a State Plan and a Memorandum of Agreement provides for the transfer of these funds to the OIEP.

The Infants and Toddlers Program is funded as a 1.25% set aside from the Department of Education for early intervention services to handicapped infants and toddlers within the Education for All Handicapped Children Act of 1975, Part H, Public Law 94-142, as amended.

The Drug Free Schools Communities Program is funded by a 1% set aside from the Drug Free Schools and Communities Act of 1986, P.L. 99-570. These funds are distributed to all BIA funded schools.

TABLE 3

Appropriations for School Operations and the Indian School Equalization Program For 1980 through 1993



NOTE: The increase in FY 1991 reflects the funding for the Administrative Cost Grants to grant/contract schools, and also increases in teacher pay, student transportation and an increase in ISEP appropriations. The major increase in School Operations in FY 1992 reflects the transfer of Facilities Management to Education.

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